

**THE FIGHT FOR TENURE**

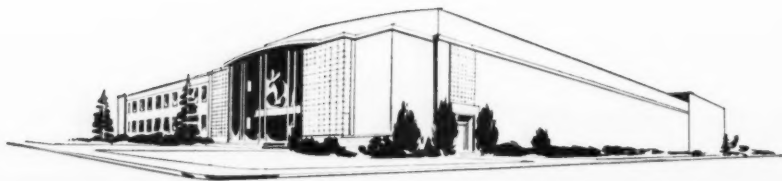
Our responsibility is to encourage debate . .  
Mark Keppel, Extraordinary Educator . . .  
Council sets legislative program . . .

**CTA**  
*Journal*

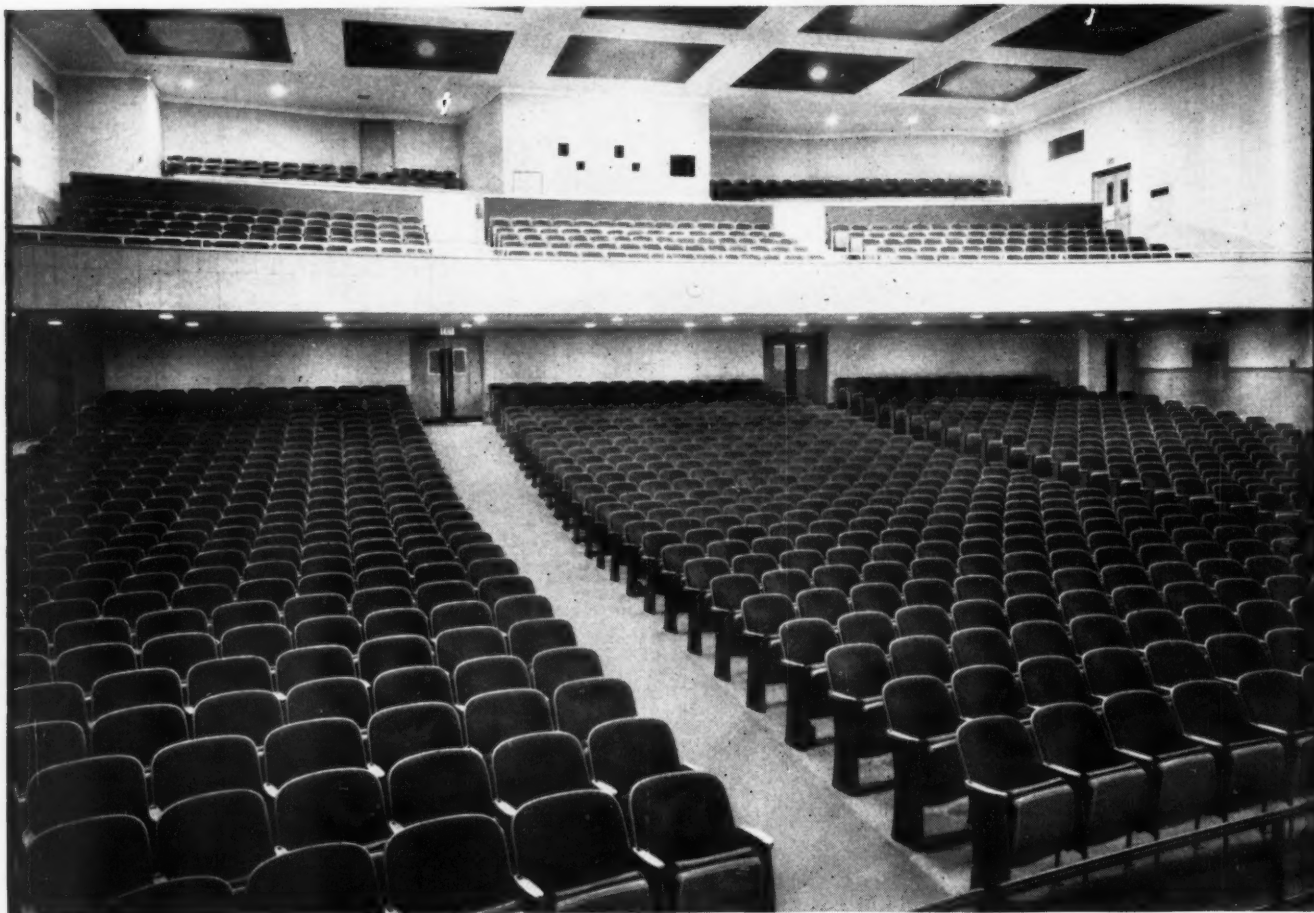
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JANUARY, 1955

## Men At Work Ahead

The time-worn New Year act of "turning over a new leaf" is the inspiration Les Landin used as the theme of our January cover design.

Pity that poor school administrator who begins 1955 under a formidable load of problems! More and more the public schools move into the complexities of big business. The men chiefly responsible for the smooth and effective operation of adequate housing, teacher employment, budget management, and hosts of problems large and small, are the administrators.

They punch no time clocks, work at their jobs the year around. They take the brunt of dislocations in public relations. They must, if successful, combine the talents of an educator with those of a diplomat, a scholar, an accountant, and a business executive.

We think it fitting and proper that we dedicate this cover to the superintendent with a hearty "Happy New Year!"

Vol. 51—No. 1

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Margaret F. Atkinson, Art      Vivian L. Toewe, Advertising

Editorial and business offices: CTA Building, 693 Sutter St., San Francisco 2  
Phone PRospect 6-4110

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EDUCATIONAL  
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Arthur F. Corey  
CTA Executive Secretary

## Teachers Must Be Free

**A**t a recent meeting of the Board of Education of the San Francisco Unified School District, a member of that Board seriously proposed the following rule for adoption:

"RESOLVED: That the active participation by employees of the Board of Education in politics of the City and County of San Francisco and the San Francisco Unified School District relative to the election or appointment of City and County officials or school district officials, be and it is hereby prohibited; that said active participation shall include among other things the endorsing of candidates, the distribution of literature for or against the election or appointment of any candidate, the soliciting of votes, or levying or soliciting of funds or support in each case for the purpose of favoring or hindering the appointment or election of candidates for City and County or School District offices, whether directly or indirectly; that violation of the provisions of this rule shall be deemed insubordination."

This sweeping and reactionary proposal is before the Board for consideration and action and may be approved before you read these words. If this bureaucratic presumption goes unchallenged, legal precedent will have been established relegating teachers to second-class citizenship. If teachers can be denied their civic rights locally, they can, by the application of the same logic, be denied their rights as citizens in state and national affairs. The difference is one of degree and not one of kind.

I firmly believe that this proposal is flagrantly unconstitutional. There seem to be some who disagree. To them I say that even if this restriction can be "construed" to be legal, that does not make it right.

The avowed purpose of all political restrictions on public employees has been to prevent the spoils system in government. Tenure has eradicated the

spoils system from the public schools of California. This means that the San Francisco proposal has but one pre-eminent purpose and that is to perpetuate Boards of Education in office.

Only in issues involving unquestioned emergency should the right of citizens to speak their political minds be infringed. There is no local or national emergency which demands the perpetuation of any Board of Education in office.

Even though continuity may be desirable for Board members, this end must not be achieved by the sacrifice of the civic rights of thousands of teachers who have sworn by precept and example, to show their fellow Americans how good citizens operate in a free country.

America will never achieve good government for all by restricting its exercise to some. The rule of the majority is not enhanced by preventing the minority from being heard.

This proposed rule seeks to silence the group which should know most about public education. It should be noted that Congress recognized this danger by specifically exempting teachers from the provisions of the Hatch Act. On educational issues, the teachers should be much more vocal than they have ever been. There is every evidence that the public cares what teachers think and any attempt to stifle teachers' efforts to communicate with the people is not in the public interest. The public will quickly recognize and discount the efforts of the occasional teacher who exercises his political rights for selfish purposes. This rule should not be adopted, and if it be adopted should be challenged and opposed by every means at the disposal of those interested in good government and good schools.

*A. F. C.*



President Robert C. Gillingham, left, presents a framed inscribed certificate to Dr. Walter Helms of Richmond, former president of CTA. Six living past-presidents of California Teachers Association were honored in a recognition ceremony at the semi-annual meeting of the State Council of Education December 4. Dr. Helms served in 1946-47; seated at right is John F. Brady of San Francisco, who led the Association 1939-46. (Story of Council meeting on page 8.)



CTA's new Public Relations Advisory Panel met for luncheon at the Ambassador during the State Council session. Shown left to right are Glen E. Carter, Assistant Vice-President (Public Relations), Bank of America; Harold Kingsley, staff consultant and acting director of CTA Field Service; Sarah Carter, Eureka teacher and chairman of the Panel; Paul R. Bartlett, president Radio KFRE, Fresno; Stuart Dufour, administrative assistant, Salinas public schools; Pauline Chandler, secretary; and Harry Frishman, supervisor of publications, Long Beach Public Schools. Absent were Dr. Herbert C. Clish, superintendent San Francisco schools, and Roy Rosenberg, editor and co-publisher of the Sacramento Union. (See article on controversial issues, page 16.)



## Student Teachers Take Part in Council Meet

Ivan Reece of Whittier College, president of California Student Teachers Association, addressed the State Council of Education briefly at the December 4 general session. He expressed CSTA appreciation for a broadening program in recruitment, student teaching, and teacher education.

CSTA held independent Council sessions at adjoining Chapman Park hotel and a large body of delegates attended the general session. Charles E. Hamilton, secretary of CTA's TEPS Commission, is also adviser of CSTA.

## CALENDAR

January 7—CTA Bay Section; Executive Committee Meeting; San Francisco.

January 7—CTA Southern Section; Board Meeting; Los Angeles.

January 7—Classroom Teachers Department, Northern Section; Executive Board Meeting; Sacramento.

January 8—CTA Central Section; Council Meeting; Fresno.

January 8—CTA Northern Section; Council Meeting; Sacramento.

January 12-13—California Congress of Parents and Teachers; Board of Managers Meeting; San Francisco.

January 15—CTA Bay Section; Council Meeting; Berkeley.

January 15—CTA Southern Section; Council Meeting; Los Angeles.

January 15—CTA State Board of Directors Meeting; San Francisco.

January 18-19—California Education Study Council; San Francisco.

January 21—California School Supervisors Association; San Joaquin Valley Section Meeting; Visalia.

January 22—CTA Central Coast Section; board meeting; Salinas.

January 23—California Council for Continuation Education; Annual Conference; Fresno.

January 28-29—CTA Southern Section; Midyear Conference on Good Teaching; University of Southern California.

January 29—CTA Central Coast Section; retirement meeting; Salinas.

February 4—CTA Southern Section; board meeting; Los Angeles.

February 5—CTA State Salary and Trends Committee Meeting; San Francisco.

February 5—CTA Central Coast Section; retirement meeting, Salinas.

February 5—Representatives of CTA Affiliated Groups; San Francisco.

February 8—Department of Education Recruitment Clinic; Sacramento.

February 10—Department of Education Recruitment Clinic; San Francisco.

February 12—CTA Central Coast Section; council meeting; San Luis Obispo.

February 13-16—California Recreation Society; state conference; Santa Cruz.

February 14—California Conservation Council; quarterly meeting; Santa Cruz.

February 15—Department of Education Recruitment Clinic; Riverside.

# FROM THE FIELD

... statewide professional news

## HIGHER TAXES THIS YEAR?

On the eve of the 1955 session of the State Legislature, State Director of Finance John Pierce reports the state will have spent \$82,000,000 more than it took in this year. Governor Goodwin J. Knight urges new and higher taxes in an effort to balance the billion dollar plus budget. Legislative Auditor A. Allan Post and Senator Ben Hulse, chairman of potent Senate Finance Committee, opposes the idea; say rigid economy and use of reserve funds can span the gap between income and outgo. All agree in saying there will be no new or expanded services OK'd by Legislature this year.

## STATE COLLEGE CONTROVERSY

San Jose State College found it was not allowed to raise its entrance requirements in order to limit enrollment. At a November meeting of state college presidents, the problem of overflowing college enrollments could not be solved. The presidents asked the State Department of Education to revise entrance requirements and requested more funds to hire teachers and augment existing classrooms by renting space off campus. The proposal makes no provision for students who will shortly emerge from overcrowded elementary schools and apply for admission to state colleges. And the engulfing enrollment wave has not yet reached the college level!

## SOUTHERN SECTION BUILDING

At the November CTA-SS board meeting, Vice-president Jack Robinson reported that members' contributions are lagging. Of the \$100,000 needed for interim financing of the new building, \$40,619.37 had been collected. Groundbreaking for the new building is planned for early this year.

## ACHIEVEMENT PROGRAM BEGUN

For the first time in the Los Angeles metropolitan area, a Junior Achievement program has been started. Burbank, Glendale and Los Angeles are cooperating in the national, non-profit, education program which gives high school students opportunity to gain practical experience in forming and operating miniature corporations. Operating entirely outside of school hours, Valley Business Center uses facilities and supervision by the organization and cooperating industries. The organization is sponsored by business and industry, and is financed entirely by investments of business firms and individuals interested in developing among youth an understanding and appreciation of the American system of enterprise.

## SANTA ANA READING PROGRAM

In order to devote more individual attention to reading instruction, Lowell School in Santa Ana is piloting a staggered-hour program. Half the class comes to school at 8:30, with the first class of the day

devoted to reading. The rest of the class comes at 9:30 and regular classes follow until 1:50 p.m., when the first half goes home, leaving the second half to have its reading lesson until 3:00. Extra time is offered voluntarily by teachers in order that children will have more individual help in smaller reading groups.

## NEW GROUPS FORMED

The San Diego County School Library Association, with main project of the year the sponsorship of the San Diego Student Library Assistants Association, was recently organized. ¶ In order to meet the need for information, assistance and guidance in the field of outdoor education, the Association for Outdoor Education was formed. Membership is on an individual basis. Winter conference will be at Camp Colby, Angeles National Forest, January 15 and 16. Secretary is Ernest C. White, Director, Camp Clear Creek, Los Angeles City.

## PEOPLE AND PLACES

Sterling Winans, California Director of Recreation, was elected president of the American Recreation Society at the annual convention in St. Louis. . . . CTA JOURNAL author Mary-Margaret Scobey (September 1954) has an article in the January issue of NEA JOURNAL. . . . State Department of Finance in its July 1 estimate put 12,450,000 people in California, an increase of 17.6 per cent in a little more than four years, or almost 2½ times the national increase. Keeping pace with the state, California schools showed an 8 per cent enrollment increase. . . . CTA JOURNAL author Irma Davis, who writes a weekly column for the Selma Enterprise, has made the front page of NSPRA Newsletter with a sample from one of her columns. . . . Former supervisor of child welfare and attendance for Tulare County Schools, Henry Abrams, died in November. Forty years of educational work ended with his retirement in 1952. He was well known throughout the state. . . . Les Landin, JOURNAL cartoonist, has begun a weekly series of cartoon-escorted tours into American history over Bay area ED-TV station KQED. . . . Vera Jane Parrott and Irene Hudgins, former music teachers in San Diego schools, received a warm tribute in a recent issue of CMEA NEWS. The two teachers, who retired last spring, rendered years of outstanding service to the youth of San Diego. . . . Bank of America is conducting the Achievement Award Program for all California public and private senior high schools. Official copies of the plan will be released to schools soon. Zone Selection Events are to be held April 21. May 17 is date of final selection event, with Achievement Day May 20. . . . A tireless worker in civic affairs retired last spring when Vera Stephenson, member of CTA Northern Section, gave up teaching. She has been known to many for extensive work in CTA, PTA and NEA. . . . As a result of the outstanding Fresno County exhibit at the 9th conference of rural and county superintendents and National Conference on Rural Education in Washington, D.C., requests for the materials exhibited have arrived from all parts of the country. Display included the eight booklets of the Community Life series prepared by the County Office in cooperation with industry and agriculture in the area, the preliminary reports and teachers' guides prepared in the study of the educational problems of migratory workers' children, and two county school publications, Kindergarten Days and We Learn to Talk. . . . A new set of achievement tests to measure how



well students in grades 4 to 6 have learned reading, arithmetic and use of the English language has just been published by USC Professors Thorpe, Lefever and Naslund. The sets have been successfully tried in 51 schools in 33 states. . . . CTA Ex-Secy Arthur F. Corey was elected a director of Bay Area Educational Television Association on December 6. BAETA operates KQED, Channel 9, on adult education programming. Board of directors includes Dr. Vaughn D. Seidel, superintendent Alameda County schools; Dr. Herbert Clish, superintendent San Francisco schools; and Dr. J. Paul Leonard, president San Francisco State college. . . . CIO, AFL, and other citizen groups will be guests at a Richmond Education Association workshop meeting the evening of February 16. Arthur Corey will be principal speaker on subject of Moral and Spiritual Values in Education.

## EDUCATION, U.S.A.

..... national professional news

**WHITE HOUSE CONFERENCE** President Eisenhower's plans for school public relations suggest, via citizen-educator committees, a study of school problems in each state. State groups will report to a 30-member national conference committee. Ultimate goal of the project is to provide more buildings and teachers and to develop an adequate educational program. Congress has earmarked \$700,000 to help finance state conferences.

**POLIO VACCINE TO BE USED** Latest word from the National Foundation for Infantile Paralysis answers the question, "How soon can we get the Salk vaccine if it works?" The Foundation plans to purchase enough of the vaccine to provide for nine million vaccinations of three shots each. It will be available to children in the control group who did not receive the vaccine, to pregnant women and to the nation's children who will be in first grade next spring.

**DRIVER EDUCATION** Does it pay? Unofficial figures show that it does. During the 17 years since driver education has been tried in high schools, about 1,500,000 persons have completed the course, at a cost of \$53,000,000. Estimated cost of accidents prevented by the program is \$137,000,000, or \$2.60 for every \$1 spent. Estimates are by Earl Allgaier, in charge of driver education for the American Automobile Association.

**EDUCATION BIGGEST BUSINESS** Charles R. Sligh, Jr., past-president of National Association of Manufacturers, recently told a New Jersey audience that education is America's biggest business. He said it has the largest number of owners, most extensive and costliest plant, utilizes most valuable raw material . . . has greatest number of operators . . . employs our greatest investments in money and time (with the exception of national defense) and "its product has the greatest influence on both America and the world."

## PUBLIC SCHOOLS ARE BETTER

Three universities, drawing much of their student body from the finest private preparatory high schools, recently supplied information to show that graduates of public high schools are as well trained in academic subjects as private school graduates. Colgate (60 per cent of its students come from public high schools), Harvard (50 per cent) and Yale (45 per cent) indicated that boys from private schools may show better initial preparation for college and get along better for the first two semesters, but after that the public school boys catch up and pass them.

## NEA FILM ON HOBO KID

NEA and National Association of Secretaries of State Teachers Associations have announced that the 1956 film under their joint sponsorship will be about Billie Davis, author of "I Was a Hobo Kid." Sixty minutes in length, the film will be the first feature-length picture in the series. Mrs. Davis' memorable article appeared in a December 1952 *Saturday Evening Post*. CTA Journal carried "An Open Letter to the Hobo Kid," revealing the story of Billie's California teachers, in its April 1953 edition.

## TRILLINGHAM NOMINATED

Dr. C. C. Trillingham, Los Angeles County Superintendent of Schools, is one of three men nominated for the presidency of the American Association of School Administrators. Ballots will be opened by the AASA Board of Tellers on January 14.

## CADETS FOR USAF ACADEMY

U. S. teachers are being asked to encourage qualified students to apply for admission to the first class of the United States Air Force Academy at Lowry Field, Denver. Examinations are scheduled for February and March. Complete information on admission to the academy may be obtained from Air Force Academy, Appointment Branch, Headquarters, USAF, Washington 25, D.C.

## ECHOES OF NEA CONVENTION

Nearly 33 per cent of the new delegates to NEA Convention last July felt that there was a need for more orientation and integration of delegates before and during the convention. Less than 20 per cent of the old delegates had the same opinion, according to questionnaires mailed to delegates after the convention. Other "needs" were felt to be improved planning of events, better organization of registration, procurement of tickets, announcements of program changes and more "getting acquainted" and friendliness between delegates.

## MODERN GRADUATES ARE BETTER

A recent study by the Family Economics Bureau of the Northwestern National Life Insurance Company turned up the information that employers rate current high school graduates sharply higher in alertness, learning ability, self-confidence and maturity than those of ten or twenty years ago. Personality traits dominated the inventory of strong points listed for modern youth. Attitudes criticized by employers were inflated ideas of student's value, instability, tardiness, indifference, desire to start at experienced worker's salary.

# Part Payment Made On Bruner Judgment

**FERN BRUNER**, former San Lorenzo teacher, received a major settlement on the slander case of 1953 in which she won a judgment of \$55,125 against Radio Commentator Jimmie Tarantino, Radio KYA, and Manager H. G. Fearnhead.

The Bruner case, which commanded headlines over the state seventeen months ago, established the fact that no person may irresponsibly charge a teacher with being a communist or communist sympathizer. Mr. Tarantino is now considering that bitter fact in a place where his activities are somewhat restricted.

Arthur Corey, CTA Executive Secretary, read the following letter, dated November 30, 1954, to the state council of education. It was signed by Gardiner Johnson, CTA legal counsel and brilliant lawyer who conducted the fight against Tarantino:



MISS FERN BRUNER



ATTORNEY GARDINER JOHNSON

Sketched by C. Hansen

"Today we entered into an agreement with the attorneys for KYA, Inc., and H. G. Fearnhead by which they are abandoning their appeal from the judgment against them. As to both of these defendants, the judgment has become final as of today. Under the terms of the agreement, the total judgment recovered against both of them, namely \$30,125.00 plus legally assessable costs of \$1,854.95 and interest from the date of judgment to December 1, 1954, in the amount of \$2,704.97, all of which totals \$34,684.92, is to be paid to Fern Bruner. Half of that amount or \$17,342.46 is to be paid during the present month; the remaining one-half to be paid on or before June 30, 1955.

"As soon as the first payment is received, we will arrange for the reimbursement of California Teachers Association for all costs incurred by it in connection with the litigation.

"The remaining judgment for \$25,000.00 together with interest thereon against Jimmie Tarantino remains unsatisfied. Within the next week or ten days we intend to move for dismissal of Tarantino's appeal from the judgment."

## Miss Bruner Now in Egypt

Miss Bruner, who accepted a foreign exchange teacher position for the current school year, was reportedly in Cairo, Egypt, at the time of the announcement. The young woman, who had been enthusiastically applauded at two previous Council meetings for her courage in filing suit, was not available for comment.

The trial and its conclusion on August 7, 1953, received nationwide publicity, as it was the first time a large teacher organization had defended one of its members against slanderous statements made over the air. Miss Bruner's charges against Tarantino's slander showed that she had no communist sympathies and that the commentator's information sources were prejudicial.

## BUSINESS DAY EDUCATION

The Chamber of Commerce of the U.S., Washington 6, D.C., has produced a booklet for planning Education-Business Days, entitled **The Return Visit**. Educators who visited business firms on Business-Education Day were impressed by the amount of planning which had obviously gone into the visits. The C of C booklet will provide useful material for planning the reciprocal day. Single copies are free.

## LIFE IN THE CLASSROOM

Announcement from LIFE magazine promises four or more articles during 1955 on "The World's Great Religions." Discussion outlines for each article will be available to educators at 10c each, or 15 for \$1 from TIME-LIFE Education Department, 9 Rockefeller Plaza, New York 20. Other series planned include "America's Cultural Heritage" and "The Story of Man."

## SENIOR CITIZENS OF AMERICA

Joy Elmer Morgan and Willard E. Givens have formed a new organization known as Senior Citizens of America, and will publish a monthly magazine known as **Senior Citizen**. Dr. Morgan, who retired as editor of NEA JOURNAL this month, feels that the person who does not begin at 40 to prepare himself for the second half of life is badly handicapped in today's world. Interested persons may write to 1701 Sixteenth St., N.W., Washington 9, D.C., for information.

## EPC ISSUES STATEMENT

Educational Policies Commission has published the story of public education in America. Entitled "Public Education and the Future of America," the book is addressed to the general public as well as to professional educators. See announcement on page 28.



# Educational Policy Commission Launched

**Twelve members named to important agency to set guideposts for education; Council acts on important decisions at semiannual meeting**

**N**AMES of twelve members of the new Educational Policy Commission were announced December 4 at the meeting of the State Council of Education by Executive Secretary Arthur F. Corey.

Created by the Council at the Asilomar meeting last April, the Commission was envisioned as a body which would "represent the best thinking of all levels of the profession." Hailed as the "most significant move since CTA consolidated the four Sections," it was indicated that the Commission would concern itself with "what pupils should study and how they should be taught in the public schools of California."

Members named to date include:

**Mrs. Clara Carter**, elementary teacher in Sacramento city schools; **Mrs. Thelma Gomez**, first grade teacher in Tulare city schools. Mrs. Gomez is a specialist in inter-racial problems and an excellent teacher of art and recreation.

**Miss Isabelle Chapin**, teacher of social studies at Emerson junior high school, Los Angeles; **Nicholas Bondoc**, teacher of science at Fresno senior high school. Mr. Bondoc, an expert in nuclear sciences and successful industrial chemist, returned to education because he liked teaching. He is active in association work.

**Dr. John Whinnery**, superintendent of schools of Montebello city district. Dr. Whinnery, long active in CASA, earned his Ed. D. at USC last spring. He had taught at Paso Robles and Montebello before going into administration.

**Mrs. Howardine G. Hoffman** is director of elementary education in the office of Los Angeles county superintendent of schools. She is an outstanding authority on supervision.

**Dr. Harold Spears**, assistant district superintendent of schools for San Francisco unified district, is a curricula expert. He is author of "The Emerging High School Curricula and Its Direction" (1948) and "Some Principles of Teaching" (1949).

**Miss Louise Weller**, elementary principal in the San Diego city system, had recommendations from a wide area of educators. She has served on yearbook and other committees of NEA-NEPA.

**Everett Chaffee** is principal of University high school in Los Angeles. Member of a pioneer California family, Mr. Chaffee had taught social studies in Southgate and Hollywood before he became a principal. He is active in the principals' association of Los Angeles city.

**Dr. William Brownell** is dean of the school of education, University of California at Berkeley. A national authority on the teaching of arithmetic, Dean Brownell is also considered an expert on educational administration.

**Dr. Jay Conner** is associate superintendent of public instruction and chief of the division of instruction of the state department of education.

**Dr. Arthur F. Corey**, CTA executive secretary, will serve as ex-officio secretary and consultant of the Commission.

The twelve named above, selected by the CTA board of directors after extensive reference and cross-checking of recommendations and references, is believed to be "representative of the best thinking of the various levels they serve."

## Board to Name Three

Yet to be named by the board of directors will be one elementary school teacher and representatives of junior colleges and higher education. It was expected the Commission would meet in the near future, although a chairman has not yet been named.

**Dr. Robert C. Gillingham** of Compton presided as the Council opened its first general session Friday morning. In a report of his first year as president, he said he had traveled 47,000 miles and attended 124 conferences and meetings in his official duties. He predicted continued growth of membership and of chartered units.

## Past Presidents Honored

Six living past-presidents of the state organization were honored in presenta-

tion of framed certificates of appreciation. Present were John F. Brady, San Francisco (1939-46), Walter F. Helms, Richmond (1946-47), and Erwin A. Dann, Fresno (1947-50). Certificates were offered in absentia to Rex H. Turner (1950-53), Willard E. Givens (1932-35), and Joseph Marr Gwinn (1928-32). Gwinn, former superintendent of San Francisco schools, is retired and a resident of Pasadena. Givens, retired executive secretary of NEA, is now a resident of Maryland. Turner, assistant superintendent of Oakland schools, was unable to attend the Council meeting because he expected momentarily to become a grandfather.

## Nominated for NEA

Hazel Blanchard, Fresno, and Fern DeSoto, Chico, were nominated by Central and Northern Sections respectively for the office of NEA Director. One of these nominees will be selected by the Council in April and the NEA board of directors will formally elect the candidate to serve for a three-year term beginning July 1. The term of Dave Conley, San Leandro, will expire at that time. Mary Jo Tregilgas and John Palmer, the other two California directors, began their terms last July 1.

## Payroll Deductions

Arthur Stone, chairman of a Council committee for study of payroll deductions for professional dues, presented a detailed report. He suggested that a system of deductions be provided, to be effective July 1, 1956, and to be made mandatory to districts but permissive to teachers. It was suggested that authorization for monthly deductions should continue until abrogated, although Association dues would remain on an annual basis. Wide discretion would be left to school districts in administering the plan. The Council approved the plan as presented and ordered that legislation be drawn.

## New Associate

California Association of Adult Education Administrators was admitted to associate membership in CTA. This is the third associate, not to be confused



with the present affiliate member: California Council for Adult Education. Jack Heyl was seated at once as representative of CAAEA.

Reports of committees and commissions took the greater part of the Council's time from 9:30 a.m. Saturday until adjournment at 4 p.m. Covered and bound 36-page mimeographed reports of committee minutes and recommendations for action were delivered to Council members Saturday morning, the work of a corps of staff stenographers who recorded the Friday sessions.

#### Tenure Top Subject

Jennie M. Sessions, chairman of the Tenure Committee, outlined five reasons for opposition to the nullifying proposals of CSBA. She then proposed legislation which would give a CTA Commission report legal status as evidence in court to determine the competence or fitness of a teacher to hold a position. She offered a comprehensive statement of policy regarding tenure, which the Council quickly adopted.

#### Retirement Vote Soon

Retirement is an issue of timely importance in California, said J. Allen Hodges, chairman of the Retirement Committee. All CTA membership will have an opportunity to vote on suggested Plans A and B, which will determine increased retirement benefits. Ballots will be distributed in late February. Results of the balloting will be studied by the committee in March. It was expected the vote would indicate whether increased benefits are desired and if so, which of the two plans suggested is more desirable. Summary of the relative benefits of Plans A and B, as well as other descriptive literature, will be distributed to leaders of local teacher associations at the time of the membership plebiscite. It was not possible to include this material in this edition of the Journal because cost analyses were not yet ready.

The Council approved the committee recommendation that any enabling act permitting the integration of the state retirement system with social security should consider members of the state teachers retirement system one coverage group with the exception of local retirement systems such as San Francisco and Los Angeles.

#### Good Teaching Praised

Myrtle Gustafson, chairman of the CTA Committee on Teacher Education and Professional Standards, reported

successful conferences of Section chairmen for the planning of Good Teaching conferences and for intensified recruitment programs. She said the committee recommended that the superintendent of public instruction be again requested to appoint a CTA representative to the state Commission on Credentials. Next spring meetings will be held to plan the elimination of the provisional credential.

#### Salary Outlook Improves

Maximum salary should be at least twice the minimum salary on district schedules, was a Salary Committee policy enunciated by L. Donald Davis, chairman. He also outlined numerous legislative proposals and described the committee's work on the final draft of a new salary handbook for use of local association committees.

Area dinners for foreign exchange teachers were proposed by Jane Jensen, chairman of the International Relations committee. Purpose would be to acquaint the teachers with the professional program of CTA. She also described production and use of the CTA handbook "Concerning Teachers Abroad."

#### Confer on Faiths

Mrs. Marjorie Vaught, chairman of the Committee on Moral and Spiritual Values, described conferences with leaders of various religious faiths and discussion of the problems of teaching moral and spiritual values.

#### Youth Work Needed

Ruby Cruickshank, chairman of the Youth Activities and Welfare Commit-

tee, reported on a survey which indicated local associations are not providing leadership for youth work and they have done very little to acquaint the public with the work of teachers with young people. To meet a growing demand, the committee will prepare materials to assist local teacher clubs.

#### Candidate for NEA-CTD

Elizabeth Yank, now serving her second term as secretary of the NEA Classroom Teacher Dept., is being endorsed by many California groups in her candidacy for president of NEA-CTD. David J. Conley, senior NEA director for California and chairman of the NEA Relations Committee, urged greater emphasis on NEA life membership solicitation in order to meet California's quota on the NEA building fund.

#### Ethics Policy Formulated

Policies on book selling by teachers and the ethics of professional leadership have been formulated, according to Miriam Spreng, chairman of the State Ethics Commission. An interpretive statement on the latter will appear in next month's CTA Journal. A condensation of a Commission policy on conduct of studies or hearings will also be ready for publication in these pages shortly. Miss Spreng reported that the Ethics Commissions had completed seven major studies since last April.

#### Teacher Education Workshop

The TEPS Commission, like the Committee, reported by Myrtle Gustafson, will plan jointly with the California Council on Teacher Education to sponsor an eight-week workshop on teacher education at Stanford University this summer. She recommended that the Council press for budget allowance to provide for a teacher recruitment officer on the staff of the state department of education.

#### Legislative Reports

Two of the most important committees of CTA are Financing Public Education, Paul Ehret, chairman, and Legislative, with Past-president Erwin Dann as chairman. Virtually all of these reports were Council recommendations for legislative action. Dann's committee, meeting late Friday night in order to hear the reports of other chairmen, had processed scores of proposals before submission to the Council. Substance of these reports will be found in a separate legislative article in this edition.

JWM

### LOYALTY OATH



"... one nation under God, invisible, with ..."



In an alcove of the world famous Cocoanut Grove at the Ambassador Hotel in Los Angeles, the Tenure Committee of the State Council of Education toiled with knotty problems of the current fight on tenure laws. Shown standing, center, is Jennie Sessions of Inglewood, chairman of the

committee, who presided during the six hours of discussion December 3. Out of this committee, on which special attention has been focused this fall, came the significant policy statement summarized below as well as the recommendation for vigorous legislative action at Sacramento this spring.

## PROTECT COMPETENT TEACHERS

Legally accepted testimony of professional body  
in dismissal cases will be legislative answer

**D**EFEAT of the School Boards Association plan to scuttle teacher tenure and passage instead of legislation to give the teaching profession authority to aid governing boards in cases of contested dismissal highlight the California Teachers Association's proposed 1955 legislative program.

CTA representatives will trek to Sacramento in January with a bulging portfolio of proposals affecting virtually every local level and phase of public education as the result of actions by the State Council of Education at its recent Los Angeles and earlier meetings.

Dozens of bills dealing with finance, retirement, leave, credentials, district organization, television, payroll deductions for dues, contracts and other assorted subjects were acted upon by the delegate body.

### CSBA Opposed

Vigorous opposition was voted against the School Boards' proposal to strip from permanent teachers their right to have dismissal charges acted upon by

the Superior Court and to place in the hands of boards complete authority to dismiss, reprimand or inflict other penalties.

"Protection of pupils from the loss of qualified teachers through arbitrary dismissals is basic to preservation of the freedom to learn and to the best interests of public education in California," the State Council said in adopting a statement of policy submitted by the Tenure Committee.

"Removal of a teacher's full access to the courts in contested dismissals and substitution of the district governing board as accuser, prosecutor, judge and jury, destroys this protection.

**ROBERT E. McKAY**  
CTA Assistant Executive Secretary

"Weakening the protection which present tenure laws in this state extend to competent, qualified professional teachers is not consistent with the vigorous effort being exerted by the California Teachers Association to make teaching a stable profession of highly competent people dedicated to the educational welfare of children—a profession which will attract the highest quality of young people to staff the rapidly increasing classrooms of the state," the statement continued.

"The proposal to establish public reprimand of a teacher as a legal disciplinary measure is inimical to the interests of the schools and the pupils they serve. Such procedure is not worthy of legislative notice.

"Other penalties less than dismissal proposed by the California School Boards Association already are possible under the same procedure as followed for dismissal."

### Self-Determination Cited

The CTA plan to give the profession, through its Commission on Personnel

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and Ethics, a role in handling dismissal cases was proposed following a recognition that:

"While we consider the present tenure laws necessary, effective and desirable, we also recognize that application of these laws in a few cases has been detrimental to the schools and the teaching profession itself. We propose to take the lead in attempting to remedy these problems of application without destroying the values of the present law."

Under the plan the CTA's Commission on Personnel and Ethics would be recognized legally to serve in the following capacity:

In the event a board notifies a teacher of its intention to dismiss him, the Commission, at the request of either the board or the teacher, would make a thorough study and report on the competence, fitness or professional conduct of the teacher.

If the proposed dismissal action then becomes a subject of court hearing, the Commission report would be admitted as expert testimony for guidance of the court in determining questions of competence, fitness and professional conduct.

"Through these methods," the State Council said, "we believe the profession can rid itself of the few problem teachers whose unsatisfactory service has created doubt regarding the workability of present dismissal procedures."

#### Tenure Goals Set

Other legislative goals related to tenure set by the council include:

Mandatory provisions requiring a compulsory leave of absence to be taken by any teacher against whom a morals complaint has been filed, with subsequent salary reimbursement if the teacher is found innocent.

Amendment of the special provision regarding cause for dismissal of probationary teachers in districts with 60,000 or more a.d.a. so that its application will be limited only to Los Angeles and San Francisco.

Voted down by the council was a Tenure Committee recommendation that probationary teachers in all districts be given a written statement of reasons for dismissal, providing it could be done without entitling the teacher to a court hearing.

The Tenure Committee delayed action on the proposed extension of mandatory tenure to districts under 850 a.d.a. until completion of a survey to

## PUBLIC INVESTIGATION



"About five weeks ago, my child came home without a glove. Where is it?"

determine the desires of teachers in such districts.

#### Retirement Change Sought

Second only to tenure proposals in interest is potential action in the field of retirement. While the Council directed the introduction of legislation to provide a \$400 death benefit after retirement and a premium for service beyond age 60, the decision on whether to seek major improvement in retirement benefits was deferred pending a February vote of all CTA members.

Studies of cost and other implications involved in two alternate methods of raising benefits, Plans A and B, have been under way for months. Actuarial reports are expected to be completed this month.

The Council reaffirmed its opposition to any diversion of the \$30,000,000 Teacher Retirement reserve to help balance the state budget.

#### Salary Goals Aired

In the field of salary the Council decided to renew its proposal of 1952 that 70 per cent of the highest foundation program, rather than 85 per cent of state aid, be used by local districts to pay salaries of certificated personnel. In addition it ordered legislation to make the percentage apply to growth money received by a district.

Legislation will be proposed to permit the county superintendent to issue a non-renewable temporary credential good for 60 days to permit payment of salary to a teacher while his credential application is being processed by the State Department of Education.

#### Additional Changes

Among other legislative actions voted by the State Council:

**Maximum Tax Rates:** Renewed CTA support of legislation to remove or increase to realistic levels the statutory maximum tax rates beyond which a district may not go without a vote of the electors.

**Junior High School Apportionment:** Proposed that state apportionments for seventh and eighth grade attendance in junior high school be calculated as at present for the district of residence, but apportioned on a pro rata basis directly to the district of attendance.

**County Board of Education:** Endorsed establishment of an elected lay board, establishment of one budget for county school services under control of proposed board, and apportionment of county school service fund by formula established by law.

**Growth Apportionment:** Sponsor bill to give districts apportionment on basis of current rather than previous year's attendance.

**County Supt's. Employees:** Extend sabbatical, sick and bereavement leave provisions to certificated employees of county superintendent's office paid from County School Service Fund.

**Payroll Deductions for Dues:** Authorize deductions from payrolls to pay professional dues.

**Unification:** Reaffirmed support of legislation to facilitate unification.

**Liability:** Require all districts to insure against liability of employees resulting from negligent acts occurring within scope of employment.

**Television:** Permit school districts and county superintendent to purchase and use TV equipment in visual aids department and to participate in TV programming at a cost not to exceed 25c per pupil per year.

**Chest X-Rays:** Support mandatory chest X-rays for all school employees.

**Credentials:** Require State Superintendent of Schools to hold valid California general administrative credential or equivalent.

## STANDARD OF LIVING



"They're sure lucky to get all that bubble-gum."



*Good teachers  
do not need*

# tenure

*bad teachers  
do not deserve it.*

## Why do we fight to maintain permanent status?

*This lucid argument for the protection of California tenure laws, written by Dr. Garford G. Gordon, CTA Assistant Director of Research and consultant to the CTA State Tenure Committee, is offered at a time when tenure is threatened by legislative action.*

**G**OOD teachers don't need tenure; bad teachers shouldn't have it. So, why have tenure? That is the reasoning of all who sincerely oppose legislation limiting the powers of governing boards to hire and fire their employees. Others, not so honest in their opposition, also use this argument. What is the truth of the matter?

This reasoning is based on the assumption that tenure is designed primarily for the benefit of teachers. The fact is that tenure is necessary to the welfare of the parents, children, and taxpayers of the State, and that any advantages that teachers derive are purely secondary. The schools of California furnish education for the children of the State. To do this, schools must have the services of professional educators. To get the best possible service they must recruit, retain, and keep at a high level of morale, the best possible corps of teachers.

### What Is Tenure?

How does tenure help this goal to be attained? Before answering this question, we must review what tenure is.

It is the right of a person to remain on a job until removed by orderly procedure. If the whim of a grouchy boss can lead to a curt, "You're fired!" which is the final word in the matter, there is no tenure. If, on the other hand, the boss has to think it over and show why the employee should not keep his job, there is tenure.

There are many forms and degrees of tenure. In the schools of California there are four degrees. Temporary and substitute teachers can be dismissed at any time by the will of the governing board employing them. This does not mean that they have no tenure, because the board can effect a dismissal only by means of a formal action taken at a legally held meeting. However, once the board has acted the teacher is out of a job and that's all there is to it. This simple procedure is also all that has to be followed to discharge most probationary teachers at the end of the school year. But these teachers cannot be dismissed in such an easy manner during the school year; nor even at the end, if they are not notified of their discharge by May 15. In districts with over 60,000 daily average attendance, the end-of-year dismissal of probationers is also less easy.

### Permanent Status Wanted

The strongest degree of tenure in California is that possessed by teachers who have been classed as "permanent" employees of the district in which they work. The governing board can only dismiss them for certain stated causes; and, if the teacher denies that the board is right in saying that a cause for his dismissal exists, the board must prove in court that it is right. If it cannot do so, the teacher cannot be discharged.

Teachers who are in positions from which they can only be dismissed by this procedure are usually said to "have tenure" or to be "tenure teachers." The current discussions regarding teacher tenure in California are concerned with this last and strongest type of tenure. It is this form of tenure that the California Schools Boards Association is proposing to nullify.

Advocates of the CSBA proposals are quite correct in saying that they will not do away with tenure if put into effect by the legislature. All they would do is to remove the only truly strong form of tenure that exists for teachers in California. Would this be bad? It would if it resulted in children getting less education. And this would

be its result, for destruction of tenure would inevitably reduce the number of good teachers serving in the schools. It would make it harder to recruit such teachers and to retain them in the profession. There is no doubt but that the removal of the strong form of tenure as proposed by the School Boards Association would create more problems than it would solve.

### Reasons for Friction

Teachers deal with people. Their job is to change the behavior of their students; to make them better citizens and better persons. Not every child wants to make the necessary changes, nor does every parent appreciate the information that his child is not already perfect. Moreover, there are people with narrow vision, excessive zeal, or selfish motives, or a combination of these, who would like to mould students into their idea of "good" citizens. All of which means that by the very nature of his job the teacher is subjected to friction with those around him. The good (and lucky) teacher may reduce this friction to a slight scratching and may remain without controversy in the same community for many years and eventually retire with honors. But the average teacher, if he does his job faithfully, must inevitably clash occasionally with parents, students, and citizens at large. Shall he hew to the line and let the chips fall where they may? Or shall he be careful to clash only with the unimportant people who cannot bring pressure on the school board?

### Problem of Fitting

Some people simply do not fit easily into certain faculty and community groups. For this reason it has been felt by most people that a probationary period should exist, during which governing boards could dismiss teachers at the end of the year without having to make and prove charges. Also, in small communities, it is possible for community tensions and frictions to build up over a period of time so that a given teacher, however capable, might be unable to function effectively. In school systems of sufficient size, this problem can be met by transferring the teacher to a different school, subject, or grade level. In very small districts, such a remedy is not possible. Therefore, tenure of the strong type is not mandatory in districts with less than 850 average daily attendance. In districts over

this size, regular teachers who are employed for a fourth consecutive year automatically become "permanent" teachers who do have full tenure protection.

#### Political Dangers

The teacher needs job protection for many reasons. There are a lot of teaching positions. It would be very helpful to many ambitious politicians to be able to dispense these jobs as a form of political patronage. If it were made easier to dismiss teachers, such abuse of the right to fire might be more likely in a large city than in a small community; but some rural politicians also have friends with teaching credentials.

Finally, it must never be forgotten that the teacher's first responsibility is to the children. This is normally best met by friendly cooperation with the administration and governing board of the district employing him. However, situations have existed and will almost certainly arise again where the best interests of the children demand that a teacher speak out even though his "superiors" want him to keep quiet and to go along with things as they are. Such situations are fortunately rare and the activities of the California Teachers Association Ethics Commission and the Joint Committee on Personnel Policies of the CTA and the School Boards Association promise to make them even more uncommon in the future.

However, let us not forget that the Bill of Rights was not written into the United States Constitution to protect citizens against the honest cop on the corner; but to protect them against the gangster who might worm his way into a position of political power. Similarly, the restrictions placed on the power of boards and administrators to dismiss teachers are not designed to hamper the legitimate actions of conscientious individuals; but to protect the schools against the wrong acts of those who are dishonest, mistaken, or incompetent.

#### Court Trial Needed

To give governing boards the power to dismiss or retain any teacher as they see fit is unsound. Only when the board must prove in court that the dismissal is for the welfare of the schools and the children, is there assurance that ignorance, prejudice, and self-interest cannot operate to the detriment of the teacher.

Some people say, however, that the teacher will be sufficiently protected if he is guaranteed an orderly hearing before the board, with the right to

appeal to court. Unfortunately, it is possible for a board to declare in an orderly manner that the best interests of the schools require the dismissal of a teacher—without in any way supporting such a board judgment with unbiased facts and opinions. In the case of most boards, such a declaration would be honest, sincere, and probably correct.

But it is an irony of our society that laws are not passed to protect us against ordinary citizens; they are passed to protect us against the ignorant, the bigoted, and the evil, who—though not numerous—can destroy our society if not restrained. It is because this necessary restraint against the latent forces of destruction would be removed by the proposed tenure law changes of the California School Boards Association that the California Teachers Association is unalterably opposed to them. It is safe to predict that further study of these aspects of the matter will lead many board members to come to the conclusion that the CTA is right. In fact, a lot of them have already come to this conclusion.

#### No Aid to Bad Teachers

But bad teachers should not be protected in their jobs. This is true; and it is the responsibility of the organized profession of education to see that they do not stay in their jobs. The first responsibility of all is to the students. In order that they may have good teaching, it is necessary to protect good teachers. In order that they may not be subjected to bad teaching, it is necessary to remove unfit and incompetent persons from the schools. The best way to accomplish both of these ends is to see that mechanisms of tenure provide for a fair professional evaluation of the personal and professional worth of any teacher whose fitness may be questioned.

The ordinary procedures of a court trial do not provide for such an evaluation. Courts deal with specific instances and acts rather than with professional matters which involve the personality, training, and environment of the teacher. However, there is a legal mechanism by which these elements can be brought into court proceedings. Experts are expected, if qualified, to give judgments based on the whole picture. They can be questioned about their conclusions and made to justify them; but the fact that they are experts causes their opinions to be testimony admissible to the court proceedings.

Because of the complicated nature of the educative process, it is not possible for individuals to serve as experts on matters of teacher competence and personal fitness. However, the California Teachers Association has developed, in its Ethics Commission hearing panels, a procedure by which teachers and administrators who are competent to judge the whole picture can study school situations and render expert judgments concerning them. It is the proposal of the CTA that legislation be enacted to give the conclusions of such hearing panels the status of expert testimony in court trials resulting from attempts to dismiss teachers having permanent tenure in a California school district.

Experience has shown that, while teachers rush to the defense of colleagues threatened with unjust dismissal, they are the severest critics of those members of the profession whose conduct or incompetence threatens the reputation of all. No person unfit to hold his job can expect to escape condemnation when judged by a panel of his peers.

#### Step Toward High Status

On the other hand, nobody who is doing the best that can be expected under the circumstances needs to fear an impartial investigation by fellow workers. The legal recognition of the conclusions of professional panels concerning the soundness of charges of unprofessional conduct or incompetency brought against teachers, will be a great forward step in the march of teaching toward full professional status.

Not only will teachers benefit from the CTA proposal, but the members of governing boards and school administrators will be furnished with a competent and impartial source to which they can turn when community pressures begin to build up in personnel matters. This tremendous forward step will improve the status of education as a profession because it will give educators additional responsibility for the maintenance of the standards of the profession. The present tenure laws give the children of the State reasonably good protection against dishonesty, ignorance, and prejudice on the part of administrators and board members insofar as these affect the teaching staff. The proposed CTA revisions will give the children protection against incompetence and inefficiency on the part of teachers. There are not many such teachers; but there should be none.



# HEADQUARTERS MOVE PREDICTED

*Council approves purchase of acreage near  
San Francisco International Airport to provide  
office space for growing staff services*

**T**HE Council on December 4 approved the purchase of five acres of land in Burlingame near the San Francisco International Airport for the eventual development of a new state headquarters building.

Arthur Corey, in his semi-annual report as executive secretary, outlined the necessity for long range planning, pointing out that the present six-floor building at the corner of Sutter and Taylor in San Francisco was purchased

by the Association only four years ago. But the CTA grew so fast "it has now become obvious that some time between three and five years from now it will be completely utilized by the Association, with no tenants remaining."

## Motion Approved

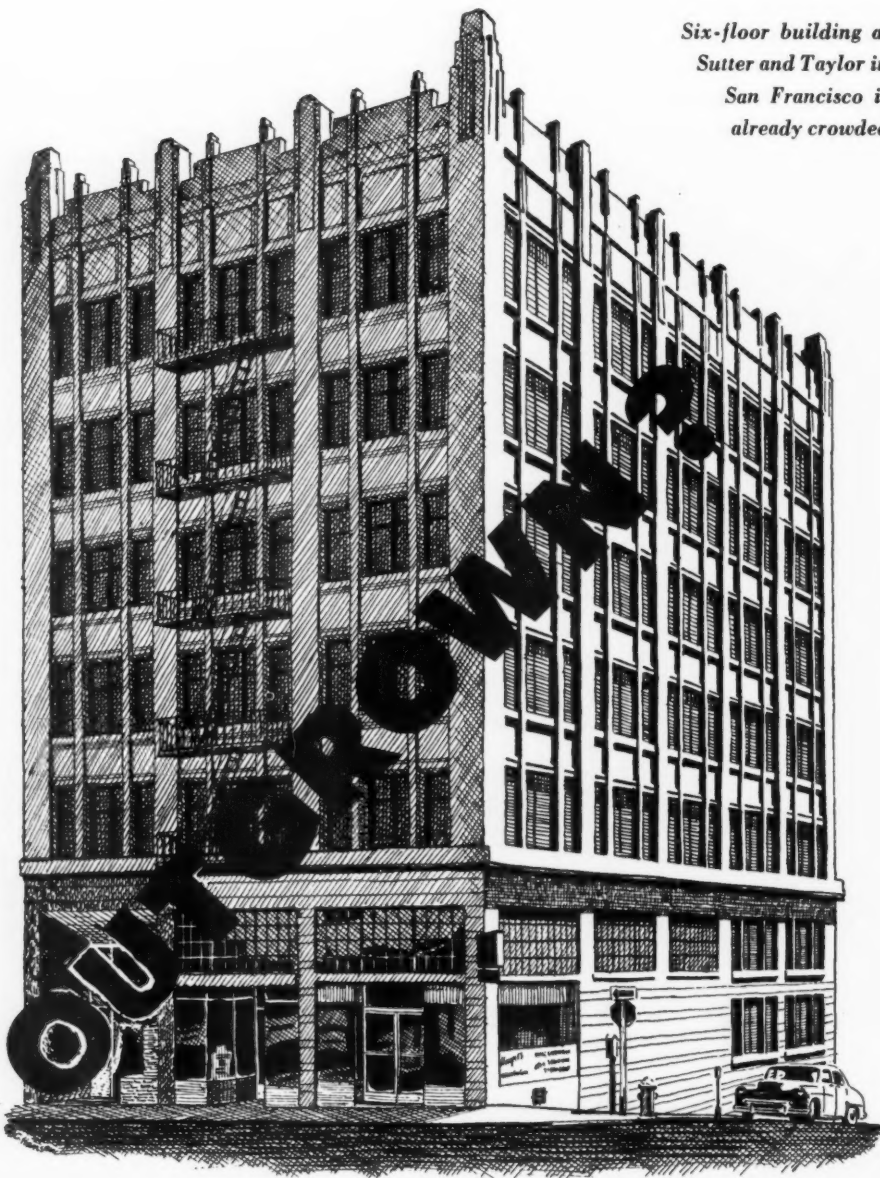
A motion from the floor by Charles T. Kranz was quickly seconded and passed by the Council without a dissenting vote. Debate was brief and consisted of a few questions regarding financing. The motion read:

"I move that the Board of Directors be authorized to purchase five acres, more or less, at the corner of Magnolia and Murchison Avenues in Burlingame for the price of \$31,000 per acre including all improvements and street work, and that any short term financing up to \$100,000 which the Board finds necessary is hereby authorized and that the present one dollar dues allocation be considered as a continuing fund for the development of this property when such development becomes necessary."

In a letter to the 285 Council members dated November 22 and in remarks to the general assembly on December 4, Arthur Corey described the series of circumstances and events leading to the option to purchase the Burlingame property.

He told how the staff has grown as membership in the Association has expanded. The Bay Section, which has rented several rooms on one floor of the building at 693 Sutter Street, must increase its office space. Such space is not readily available, although all renters have been notified that their leases will not be renewed. The Bay Section, in making its plans for the future, has investigated possible sites in San Francisco and the East Bay. Bay Section Council, immediately after

*Six-floor building at  
Sutter and Taylor in  
San Francisco is  
already crowded*





the State Council's action, moved to buy one acre of the five reserved in an option by order of the State Board of Directors. It was understood the Bay Section would move at once to build its own building and at least 8000 square feet will be required.

#### Preliminary Plans Laid

In preliminary plans developed by architects, the board of directors had tentatively approved a plot plan calling for 87,000 square feet of office space in a one and two-story structure, nearly an acre of landscaping and lawn, and a parking area providing for at least 158 cars.

The purchase approved by the board and council lies in the Mills Estate, now being subdivided. The area is four minutes (slightly over a mile) to the great new airport and one-third of a mile from six-lane Bayshore Freeway.

Dr. Corey explained that, on direction of the board, he had sought engineering cost estimates to remodel the present Association-owned building in downtown San Francisco. Additional floors are not practical and purchase and improvement of adjoining structures is economically unsound, the executive secretary said.

A point he emphasized to the Council was that with the resale and liquidation of the present property in San Francisco and with the expected accumulation of the building fund for several years, it will not be necessary for the Association to raise any special funds for capital outlay. The present one dollar a year dues allocated to the building fund (which more than half paid for the present building in a short time) was considered sufficient to take care of the proposed construction and furnishing.

Corey said the CTA bought what it could afford to buy in 1950 and that the present building will have served well for eight or ten critical years and may be sold for a good price. With CTA membership estimated at 100,000 by 1960, staff requirements to serve that membership can be estimated. Each time membership increases 10,000, the staff needs another membership clerk, another bookkeeper, another employee in office services, another field worker, and proportional increases in other departments. There were 59 employees in the state office on December 10.

JWM

## Parent Teachers Offer \$143,200 in Student Loans and Scholarships

In order to assist young people seeking higher education, the California Congress of Parents and Teachers has allocated \$143,200 for loans and scholarships for the 1955-56 school year.

Full information and application blanks are available from CCPT, Suite 300, 322 West 21st Street, Los Angeles 7.

**Student Loan**—For the current school year, \$100,000 has been allocated to assist students with loans of \$300 a year up to a total of \$1,200 for four years. Loans may be used for any type of higher education, professional or vocational, above the high school level at any accredited institution in the State. Loans are repayable without interest within four years from the close of the period for which the loan was made. Application forms may be obtained from the CCPT State Office or from PTA district presidents throughout the State. The CCPT Student Loan Committee meets bi-monthly throughout the year, beginning in July, and considers applications at each committee meeting.

**Secondary Teacher Education Scholarships**—Sixteen awards of \$400 each for fifth year students training to teach on a general secondary credential in the public secondary schools of California. Available at Chico, Fresno, Long Beach, Los Angeles, Sacramento, San Diego, San Francisco and San Jose State Colleges, UC, UCLA, USC, College of the Pacific, and Stanford. Application should be made to the scholarship committee of the school of the student's choice.

**Elementary Teacher Education Scholarships**—Twenty-four awards of \$400 each for upper division and graduate students training to teach in the public elementary schools of California. Available at the nine States Colleges, the three major centers of the University of California, and at

College of the Pacific, and USC. Apply to scholarship committee of the school.

**International Relations Fellowships**—Five grants; four of \$1,000 each for a year's graduate study in international relations in the US and one of \$2,000 for a year's study abroad. Grants carry a commitment to at least one year of public service. Candidates are nominated by the scholarship committee of each college and university in the State. Final date for names to be forwarded to CCPT—March 1, 1955.

**Special Education Fellowships**—Ten grants of \$1,000 each for a full year's graduate study in any field of training for teaching the handicapped child, the work to be taken at Los Angeles State College or San Francisco State College. Recipient agrees to teach for at least two years in the special field of training in the public schools of California in return for a fellowship. Application forms available from the CCPT State Office. Deadline for application—April 1, 1955.

**Special Education Loans**—Ten summer loans of \$100 each for advanced training in the field of teaching deaf and hard of hearing children. Work may be taken at any accredited institution in the State offering such courses. Application forms available from the CCPT State Office; deadline—April 1, 1955.

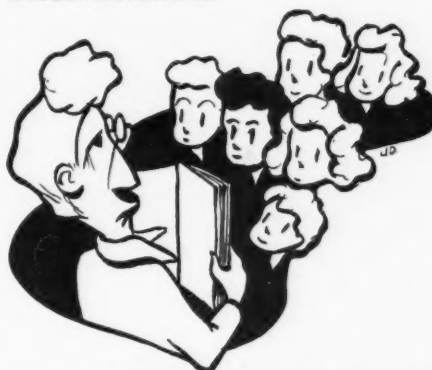
**Counseling and Guidance Scholarships**—Twenty summer scholarships of \$150 each for advanced training for those already employed half-time or more in school counseling and guidance. Work may be taken at accredited colleges and universities in the State offering such courses in the summer of 1955. Awards carry a commitment to one year's guidance work in California public schools. Application forms available from CCPT State Office; deadline—March 1, 1955.

**Nursing Scholarships**—Forty-two scholarships of \$100 are offered through the approved schools of nursing in the State. Application should be made to the director of the schools of nursing of the student's choice. Open to graduating high school seniors where the school of nursing does not require pre-nursing college work.

**Children's Librarian Fellowships**—Two grants of \$1,000 each offered through the UC School of Librarianship and the USC School of Library Science. Application should be made to the director of the library school. Open to graduate students planning to enter library work with children in school library or public library systems.

**Nancy Pauline Turner Music Fellowships**—Three grants of \$400 each are offered to women for graduate study in music, with emphasis upon vocal instruction in choral direction in the public schools.

#### PROPAGANDA



"... AND THEY LIVED HAPPILY EVER AFTER!"

*The First Amendment Is Still Valid . . . .*

## Our Obligation Is to Encourage Debate

EDITORIAL PAGE  
**San Francisco Chronicle**  
THE VOICE OF THE WEST

George T. Cameron, Editor and Publisher.  
Charles de Young Thieriot, Assistant Publisher  
Founded by M. H. de Young, Publisher 1865 to 1925.

PAGE 24 Monday, Nov. 29, 1954

### 'Free Debate,' Says CTA

AT A TIME of almost epidemic nervousness, when men become afraid to make known opinions lest they prove unpopular and therefore hazardous, it is good to report some signs of returning health.

The California Teachers Association, through its public relations advisory panel, still acts and talks as though the First Amendment was not only in force and effect but also something to be venerated. It has urged all teachers and educators to note that under the laws and original principles of the United States, controversy is not akin to treason and to look at two sides of a question is not subversive. It advises the State's teachers that it is not only their right, but also their duty, to let students examine a controversy all around.

Despite the refusal of the service academies to let cadets uphold the affirmative and unpopular side of a debate on Red China's recognition, despite the same stand by some professors in some civilian colleges, despite the advice of some Congressmen against letting a college student endanger his future by accepting the affirmative, the California Teachers Association says:

"Since difference of opinion is a basic characteristic of our American form of government, it is the obligation of public schools to see to it that students examine and discuss controversial subjects. Despite this seemingly indisputable concept, criticism over the examination of controversial subjects in schools has produced in many communities a climate of fear in which many teachers refrain from presenting topics of controversial nature in order to avoid trouble."

Other voices, too, have been raised on the side of the old and traditionally American freedom of thought and speech. For instance, President Harry Gideonse of Brooklyn College says: "You cannot waterproof the minds of the young against ideas which world politics rain down on them every day."

And President Dwight Eisenhower, commenting on the ban at West Point and Annapolis, remarked that he would have let the students of the service academies decide, themselves, if they wished the debate the Red China question.

It is a comfort to hear such comment—but the mere fact that it had to be made testifies that the times are somewhat sick.

THERE is a story behind the San Francisco Chronicle editorial which is reproduced on this page. It merits the telling. ★ ★ ★ ★ ★

The seven members of the CTA Public Relations Advisory Panel are seated around the table in San Francisco. They are discussing the public relations aspects of the examination of controversial issues in California classrooms. They are agreed that pressures by minorities have created a climate of fear in which many teachers are avoiding discussion of issues in controversy lest they invite trouble.

They are determined to recommend that, in order to reassure teachers and the public, school districts should adopt policies to serve as general guides for teachers in leading examination and discussion of controversial issues by students.

To introduce this conclusion, the panel is discussing a statement declaring in effect that in a free government students "should be given the opportunity of examining controversial subjects."

Paul Bartlett, president Radio Station KFRE, Fresno, one of the three helpfully intelligent non-school members of the panel, who speaks little but says much, gives out with an electric conviction:

"No," he says, "an opportunity isn't enough. Let's strike a real blow for liberty. Let's say clearly and strongly that it is the OBLIGATION of public schools to see to it that students do examine and discuss controversial issues."

★ ★ ★ ★ ★

Assent was unanimous. The bulletin which went forth over the state said just that. It represents most certainly the conviction of school people. I think that they will be as happy as we who were present to find the same conviction so strongly held by non-school leaders such as Paul Bartlett, Roy Rosenberg and Glenn Carter.

The bulletin also declares that "It is the duty of school administration and board to make it unmistakably clear to the public that the examination of controversial issues by students is an important and necessary part of the American educational process."

Accompanying the communication from the panel are samples of policies in use in California for the guidance of teachers in the handling of controversial issues.

May we here, in front of you, thank the members of the panel for their leadership; and the press, including, of course, our old friend the Chronicle, for the reception the papers are giving this timely statement by this new CTA agency.

W. HAROLD KINGSLEY

Mr. Kingsley is CTA Acting Director of Field Service and consultant to the CTA Public Relations Advisory Panel. Sarah Carter, Eureka, is chairman of the Panel. During the State Council meeting the Panel appeared in a brief television program, highlighting the statement on controversial issues. Complete bulletins have been mailed to all presidents of chartered local associations and district superintendents.



# What I'd like to know is

## Political Activity

*Q. Having read about the San Francisco Board of Education's proposed resolution prohibiting S. F. teachers from participating in any local political activities, many of our members are fearful that such regulations might be adopted by our own board. Is it legal for a local board to proscribe political activity by teachers when the Hatch Act and state legislation regarding public employees specifically exempts teachers from their provisions?*

**Ans.** After careful review of legislative acts and court interpretations regarding the right of governments to limit the political activities of public employees, CTA attorneys expressed the conclusion that the proposed San Francisco resolution "would constitute such an unlimited and unrestricted prohibition upon the exercise of the elective franchise and the political conduct of teachers as to violate their fundamental constitutional rights."

The proposed resolution draws no distinction between political activity during school time, upon school property, or involving the use of school equipment and supplies, as contrasted with political activity during free time or after school hours.

Neither does it limit its prohibition to those political activities normally related to organized political campaigning, but it would include equally the basic right of the individual to vote or to express an opinion upon candidates or issues.

The CTA attorneys conceded that any political subdivision, such as a school district, has the power to regulate within reasonable limitations the political conduct of its employees in order to promote efficiency and integrity in the public service.

The California Legislature established general policy by enacting Section 1101 into the Labor Code, affecting private employers:

"No employer shall make, adopt or enforce any rule, regulation or policy: (a) Forbidding or preventing employees from engaging or participating in politics or from becoming candidates for public office."

The CTA probably would not object to board regulations prohibiting use of school time, materials, or equipment for political activity. The State Ethics Commission policy statement on the political rights of teachers (CTA Journal, March, 1954) supports this restriction. Beyond that, it has been CTA and NEA policy to defend the complete political independence of teachers, and information from our legal counsel convinces us that restrictions such as those proposed in San Francisco would be ruled unlawful if given a court test.

(See Corey editorial, page 3)

## Coach Load

*Q. Should coaches be given a lighter load rather than extra pay to compensate for long after-school practice sessions?*

**Ans.** This chronic problem offers educational as well as financial problems, but the attitudes of educators and citizens are not likely to change enough to solve the educational side in the immediate future. Even some folks who support interscholastic athletic programs have not agreed with the current emphasis which demands long hours of daily practice outside the normal school day as a legitimate public expense, especially when it is performed by and for those least in need of special attention in physical education.

However, as long as this practice is supported by high schools, the problem of equity in coaches' salaries will be with us. The CTA State Council adopted the following provision as part of its salary policy:

21. *Salary policy should recognize that regular classroom duty is a full-time responsibility.* In accordance with this principle, it is recommended that the practice of providing additional pay beyond the regularly scheduled salary for educational service rendered outside the classroom program be eliminated, and in its place there be established a general salary schedule at a level of professional income for the reward of full-time professional service. It is believed that a reasonable degree of success in balancing the duty load among the classroom staff is a better solution than an extra-pay solution which can be abused by individual bargaining.

It is recognized, though, that it often is cheaper for the district to extend

Teacher questions answered by  
HARRY A. FOSDICK

extra pay for such duties as coaching than to lighten the classroom load and employ the additional personnel to teach the extra classes.

Since the question is general and no special problems are specified, the answer by the CTA salary committee and State Council is "Yes."

## Proselyting Ethical?

*Q. Is it ethical for a principal to proselyte by offering a higher salary to a teacher in another district in hopes of hiring her away from that district?*

**Ans.** To assert that an attempt to attract good teachers through higher salaries is unethical would be contrary to all CTA salary principles. In a time of teacher shortage, a district certainly has the right to express its belief in the value of good teaching by offering competitive salary advantages.

If the principal offered the desired teacher a salary in excess of his district schedule to attract her, then the unethical nature of the act is clear. If his district has adopted no schedule and he clearly attempts to obtain a teacher from another district through individual bargaining, his position is delicate, to say the least. Proselyting then would be an apt term.

The safe position for an administrator who wishes to attract outstanding teachers would be for him to have his board adopt a competitive salary schedule. Then a notice to teachers that vacancies exist, along with a copy of the salary schedule, would appear to be a normal and ethical means of inviting teachers to apply. The teacher's present employers would be aware of their own disadvantage and could determine their course accordingly.

## STRUGGLE FOR INDEPENDENCE





Program notes on a production to delight all California teachers



**M**EMBERS of the CTA will undoubtedly be interested in the work of the State Salary Committee in the last nine months since the April meeting of the State Council at Asilomar. Before we offer a review of these activities, we might do well to remind ourselves of the logical role of the state association in the development of proper teacher salaries at the local level.

The state association can seek and, with diligence and good fortune, obtain favorable legislation affecting salaries. The CTA has in recent years achieved

this legislative goal on two narrow fronts: it secured legislation that requires a minimum amount of state basic and equalization aid be budgeted for certificated salaries (the 85 per cent provision); it secured legislation specifying a minimum salary figure for full-time, fully credentialed teachers (the \$3,400 minimum salary).

#### Aid from the Top

The state association can be successful in proposing legislation or securing public approval for a high level of state

school support. This is aid for salaries on a broad legislative front. Proposition 2 in 1952, with accompanying apportionment legislation, produced foundation programs as high as any in the nation. In this broad sense, the recent public passage of large measures of school building aid enables many districts to have adequate classrooms without cruelly sacrificing salary schedules.

Indirectly there are numerous ways for the state association to help with local salary improvement. The collection and publication of a large amount of statistical information dealing with the teacher's economic position is a service to the local teacher group. Much of the research effort of the CTA goes into this kind of help. In addition to the dissemination of such materials, research provides a consulting service for local districts and their teachers. This service is regarded as indirect aid because the final salary decisions are not made by the out-of-district visitor; he merely helps local people to reach a consensus on the problems.

Broad professional policy statements help locally. The Salary Policy statement of the CTA State Salary Committee and CTA State Council of Education reports to the people of California what the professional educator believes to be true and necessary about salaries in education. Helpful advice for the conduct of local salary discussions is offered in the form of a handbook or guide for local salary committees, in bulletins explaining state apportionments and school district budgets, and in annual reports on existing salary schedules.

#### Working Partnerships

CTA has established and maintained good working relationships with numerous organizations which are concerned about the public schools and their operation. We can name the California Congress of Parents and Teachers, the California State Chamber of Commerce, the California Farm Bureau, the California Real Estate Association, the California Taxpayers Association, large public utilities, the state AFL and CIO, and the California School Boards Asso-

association. The last group is maintaining with the CTA a joint committee on personnel procedures which will include references to salary policy.

The above mentioned activities still leave a large area of salary responsibility which must be assumed by the local teacher chapter or club. Teachers must still have their own local spokesmen and conduct their own local studies. The local association is entitled to outside help, but it must stand firmly on its own feet. We believe this is the way the profession will gain stature.

#### Action Rises in Tempo

We believe the CTA State Salary Committee is giving a skillful and heart-warming performance in its current run. At the close of Act I, in December, 1953, with the publication of Salary Policy, we began to realize we were witnessing a performance of real significance.

In Act II the salary policy theme included the determination of administrative salaries. A sub-committee of the State Salary Committee has been meeting during 1954 with representatives of the salary committees of three administrative associations, CASA, CESAA, and CASSA, as a joint committee for the formulation of recommended policy and procedure in the development of administrative salary schedules.

Two other themes loomed large during Act II. Perhaps the dominant one was a legislative theme pointing to the 1955 Legislature. But the event to be remembered in Act II will undoubtedly be the completion of the revision of a local salary committee handbook to replace the first of the CTA Field Service guides of 1948. The new handbook will go to press this month and will be available for 1955-1956 salary discussions.

#### Curtain Calls

Legislative objectives reached at the State Council meeting last month included:

1. Strengthening of the 85 per cent provision by addition of current growth apportionments and some standards for approval of waivers to be included in the administrative code.
2. Preferably, replacement of the 85 per cent of basic and equalization aid provision with a new formula for the determination of minimum financial support of salaries of certificated personnel, namely a prescribed percentage of the guaranteed state foundation programs for

each school level. The recommended percentage was 70 per cent.

3. A clearer definition for computing the salary divisor for salary deduction of those teachers not serving the full school year. The divisor is to include pupil attendance days, state required and board declared holidays within the school term, and any institute day or days for opening and closing schools.

The Salary Schedules and Trends Committee urged the Finance Committee to seek legislation for removal or raising of present local regular school tax ceilings. The Legislative Committee received a request to study the practicability of legislation to permit school districts to pay a portion of the teacher's retirement contribution if the district wished. To the Teacher Educa-

tion and Professional Standards Committee went a request to study the desirability of the 130-minute kindergarten and its effects on teacher loads.

Other projects "on the boards" include the preparation of a new salary brochure by the public relations staff in Field Service and the study of an improved model teacher's contract to be suggested for adoption by local districts.

This is the rich and varied tableau which closed Act II of our State Salary Committee drama at the end of 1954. The Act III finale, booked for Asilomar next April, should leave the conviction that the play was well written, the parts acted convincingly, and the "box-office" well worth the risk.

—Kenneth R. Brown  
CTA Research Director

## Who Said Only 3 R's?

*Dr. Robert C. Gillingham, president of CTA, spoke at several of the Section leadership training conferences in October and November on the subject of "The Three R's of Professional Leadership." After developing themes of Requisites, Readiness, and Resourcefulness, he concluded with the following "Rful" alliteration. This appropriate advice for local association presidents of Central Section, it might be added, was received ruefully but riotously.*

Recapitulating rapidly, remember that in addition to reasonable requisites for real leadership, readiness is required, plus resourcefulness and reserves. Rarely will you receive rebuffs in regulating your routine if you round up reliable recruits who realize their responsibilities and are rarin' to go. Refrain from wrangling with recalcitrants who resist reasonable requests, rather, be resourceful enough to redirect them through some other route. Recheck your arrangements, and be ready to readjust when required.

Incidentally, if arrangements do go awry, and rumblings arise among your rank and file in either your urban or rural regions, restrain yourself from rushing rabidly to Referee Robert Rees and reviling him with reproaches and recriminations; rather, try to remember the right frames of reference he has recommended, and then make the right readjustments. In running your regular meetings, rely on Roberts Rules to retard the rise of raucous ravings or reverberating repercussions. Require respect for all speakers, right or wrong, and especially in the receiving of reports, relevant or irrelevant though the reporter may be; furthermore, refrain from repetition and redundancy in your own remarks.

Regardless of how you rate, or how righteously you rule your roost, review regularly the record of your regime, for there is no royal road to real results. Require written reports to be rendered religiously; however, be reasonable about red tape. Rules and regulations have their recognized role, but relentless regimentation can raise a ruckus and may wreck your rapport, not to mention ruining your record and your reputation.

Finally, when the day of reckoning at last arrives, and whether it be with regret or relief that you realize you are about to retire, be realistic and render your own report without too many rambling ramifications; but with recognition for all and rancor for none, and the rousing reception you will receive following its rendition will not only be your immediate reward and your release from your arduous responsibilities, but remember, your record may be such that you might be the recipient of a royal recommendation from your rating board, and then you are on the road to real remuneration! Right?

# MARK KEPPEL

— an extraordinary educator,  
leader of California's early  
fight for better school law —

*Will S. Cluff, Jr.*

ON June 16, 1928, from his home in Los Angeles, Mark Keppel left the passing parade of California's leading educators. Although Mark Keppel had been superintendent of schools of Los Angeles county for over a quarter of a century, he considered himself basically a teacher. And, although his special and particular interest was Los Angeles, his devotion to the welfare of the schools of all of California was his consuming interest.

The mark which Mr. Keppel left on the schools is indelible and indestructible. Although interested in children, teachers, school buildings and educational legislation, his great aim in his professional life was to promote all his interests without discrimination. His credo might have been "By helping one, I will help all."

Famous men preceded Keppel and famous men have followed, but Keppel's name is among those written in the largest letters in the record book of accomplishments for the California system of Free Public Schools.

## Elected in 1902

Mark Keppel was born on April 11, 1867, on a farm in northern California, and early learned the value of hard work and perseverance. One of his first teaching positions, after having finished his preparation at San Joaquin College, was in Los Angeles county. His outstanding ability as a teacher and his devotion to his professional ideals caught the attention of educators and

*Dr. Cluff, who earned his Ed. D. degree in 1953 with a study of the work of John Swett, is principal of Garretson Heights school in Rodeo, Contra Costa County.*

the public. In 1902 he was elected to the office of Los Angeles county superintendent of schools.

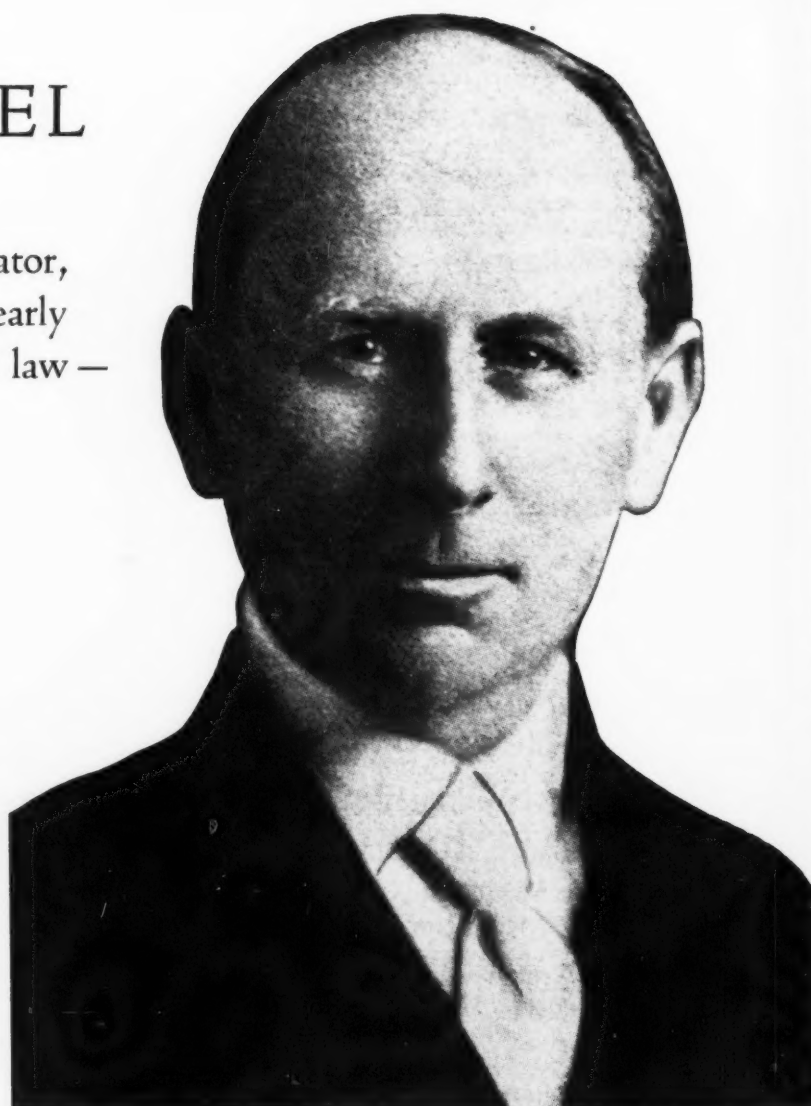
Mr. Keppel sensed the importance of a truly professional organization early in his teaching career. He felt that only through such an organization, composed of teachers and administrators, could the schools of California be brought to their full fruition. To this end he devoted a lifetime of energy.

## Leader of CTA

When the California Teachers Association was reorganized in March 1910, Mark Keppel was named a member of the executive committee. He held this position until the election the following year, at which time he was elected to the presidency of the organization for a one-year term (1912-13). At the close of his term he was succeeded by E. Morris Cox, and, in turn, succeeded Cox for his second term as president in 1922. This term of office lasted from

1922 until his death in 1928. He thus became the only person who has held the presidency of the CTA for two separated terms (although John Swett had enjoyed a like distinction in the California Educational Society, the forerunner of the CTA). Although he was not president between 1913 and 1922, his interest and activity never lagged. During these years he made some of his most vital and valuable contributions to teacher and pupil welfare.

Prior to his first term as president, however, he made two proposals which were subsequently enacted into law at the 1911 legislative session. The first of these was the foundation upon which our present apportionment law is built — namely, the establishment of average daily attendance as the basis of apportionment. Previously, the apportionment had been based on the census child, and tended to keep children out of school instead of attending





classes, as the district drew money for each resident child and could spend it on those attending school. The second proposal which became law increased the minimum state apportionment from \$500 to \$600 per district. This set the pattern which has been followed, and increased, to this day: the state guarantees the salary of the teacher and the district must then raise sufficient revenue from local sources to provide the facilities.

#### Boosted Teacher Welfare

Mark Keppel was a staunch champion of any cause which would help to better the economic status of teachers. He felt that by making the teaching profession financially rewarding, it would be able to draw a superior class of people into the schools.

In 1914, Keppel defied his Board of Education by refusing to pay salaries below the established legal minimum. Primary teachers were being paid less than the regular salary paid to upper grade teachers, presumably on the basis that they spent less time in the classroom. Keppel held that such action was illegal and his judgment and decision were vindicated when the Superior Court supported his action and required that these teachers be paid on the same basis as the teachers in the intermediate and upper grades. As a result of the Superior Court action, salaries were adjusted throughout the state, and teachers were unstinting in their praise for this man who championed their rights.

During the next few years, Keppel kept a close watch on the developing legislative programs, and in 1917 became aware of an act which had slipped through the legislature and had been signed into law by Governor Stephens. The bill, as described by Keppel, "expressly abrogated and abolished all minimums and substituted therefor provisions in regard to school incomes whose operations were ambiguous, uncertain and menacing." In an attempt to forestall this law, Keppel accepted the chairmanship of the CTA Referendum Committee, and in a short time circulated petitions to place a referendum upon the general election ballot. His followers assembled nearly twice the signatures required. However, the Attorney General ruled that because the bill was a tax bill it was not subject to the referendum. The CTA immediately petitioned the State Supreme Court for a ruling, and in August the

court issued a peremptory writ to place the referendum on the ballot. In the general election in 1918 the tax limitation law was defeated by a vote of better than 2 to 1. This was the first major political victory in a campaign conducted by the CTA, and Mark Keppel was the driving force.

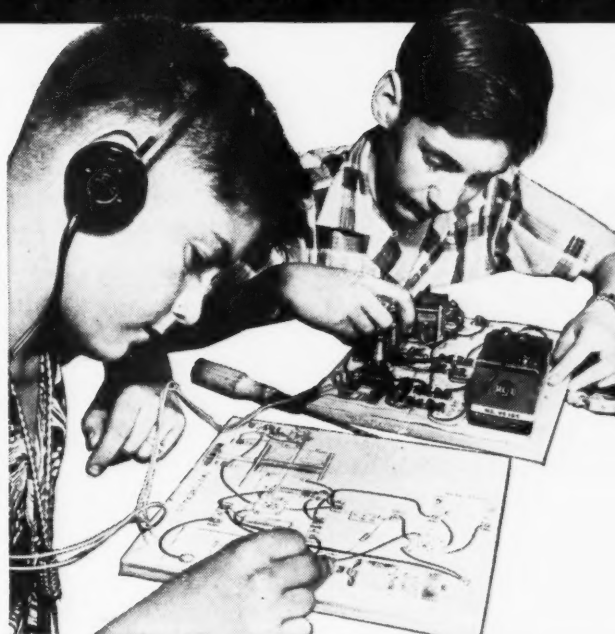
#### Supports Red Cross

Moving beyond economic considerations for teachers and better schools,

Mark Keppel, always conscious of the responsibility of the schools in developing better citizenship and understanding among children, helped further the Junior Red Cross movement. In 1917, at the request of Mrs. Harry A. Kluegel, California director of the Junior Red Cross and School Activities of the American Red Cross, he introduced a resolution urging the "teaching body of the State of California" to support and further the Junior Red Cross

## WONDERFUL NEW HORIZONS

A suggestion we hope proves interesting and useful



## For Your Electronics Classes

New teaching aid is RCA's unusually complete Electronics Kit. So basic is all equipment and so clear the instructions, class can do numerous experiments as well as build a fine 2-tube radio.

Many scientists worked many months with Chicago's Museum of Industry and RCA to help put together this Electronics Kit for young scientists.

**This Kit** gives equipment and instructions that are geared to the skills and technical grasp of ages 11 to 18. They can, with this, build and operate a transmitter and both 1-tube and 2-tube radio.

**Coming** at this time with increasing interest among young people in radio, radar, television and the electronics field generally, teachers welcome this Kit. It adapts itself to class projects with many exciting experiments that are fun to do and teach the theory.

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movement. That this action was one of the lasting gifts of Keppel to the school children of California is evidenced today by the hundreds of Chapters of Junior Red Cross in the public schools of the state.

In 1920 Mark Keppel and Will C. Wood, knowing that support of the public schools of California must be placed beyond the reach of future "economy inclined" politicians, prepared a constitutional amendment to guarantee certain incomes to the schools. They proposed that these funds should support the educational

program adequately and provide decent wages for teachers.

The proposed initiative, in addition to establishing minimum amounts of money per pupil in average daily attendance, defined the system of schools in California, including kindergarten as an integral part. The initiative also provided for teachers' colleges and directed that: 1) State school funds be based on \$30 per a.d.a. of the preceding year, 2) the distribution of the fund be set by the legislature, 3) the county (or city and county) must match state funds by a school tax, but in no case less than \$30 per a.d.a. for elementary schools and twice as much (with a minimum of \$60 per a.d.a.) for high schools, and, 4) the legislature provide means for local districts to establish taxes for local support. The initiative was placed on the ballot for the November 1920 election as proposition 16. It passed by a vote of over 500,000 to 270,000.

#### Public Relations Established

Credit for the passage of the proposal belonged in great part to the Grand Lodge of Masons of California, which had instituted Public Schools Week. Local lodges organized meetings, demonstrations and local campaigns to present the problem to the people of the state, and urged voters to support the CTA in its campaign to pass the amendment.

The value of the foresightedness of Keppel and Wood was made evident in 1923 when Friend William Richardson was elected to the governorship of California. Richardson was determined to cut expenses as much as possible, and would undoubtedly have pared school funds had they not been guaranteed by the state constitution. Evidence that such might have been the case is found in a speech made by Governor Richardson in which he stated, "Extravagance . . . has run riot during the past few years. Politicians in the guise of educators have squandered the people's money with a lavish hand and have denounced advocates of thrift as enemies of education."

#### Reelected President

In 1922 Keppel was again elected president of the CTA and continued his unceasing efforts in behalf of the teaching profession and education in general. These activities included keeping a close watch on legislative procedures and judicial decisions which

impinged either directly or indirectly on the schools. He became the bellwether in educational circles, sounding the warning when attempts to circumvent the best interests of education were tried and leading the profession in its continuing battle for better schools.

While Keppel had not actively participated in the establishment of teacher tenure laws in California, he nevertheless recognized the value of such laws and became a staunch champion of activities leading to the widening of the laws. He followed, with great

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interest, a case involving a teacher who had been granted tenure under earlier legislation and was dismissed because she had married. The case had its beginnings early in 1925 when the Napa Board of Education refused to renew the contract of Mrs. Isadora Grigsby on the grounds that she had married and the board had a rule against employing married teachers. The case, tried in the Superior Court of Napa County, resulted in a ruling that the tenure law was unconstitutional because it was apparently discriminatory in nature, having defined the size of a district under which tenure could be granted. The CTA, under leadership of Keppel, leaped into the fray. Three years later the case reached the California Supreme Court where the decision of the lower court was reversed.

#### Discriminatory Charge Aired

In the meantime, however, a substitute bill had been introduced and passed by both the Senate and the Assembly, which expressly removed all so-called discriminatory provisions and implications upon which the Superior Court had based its decision. The bill was doomed, however, because Governor Richardson allowed it to die by pocket veto in spite of fervent pleas by Keppel and others. The decision by the Supreme Court in 1927, declaring the earlier law to be constitutional, was, therefore, doubly heartening. The disappointment of the failure of the substitute bill to pass was overridden by the Supreme Court's findings, and the tenure law, though since changed, was not to be seriously challenged again.

In 1927 Mark Keppel directed the legislative program and helped enact many good school laws. Among them were: (1) permission to hold classes in preventoriums and counting attendance therein, (2) allowing the establishment of cafeterias, (3) providing for classes for speech defectives, (4) creating kindergarten and vocational classes at the California School for the Blind, (5) providing for a new codification of school laws, (6) establishing the division of school house planning under the State Department of Education, and (7) permitting the formation of consolidated districts under one board of trustees. One other important bit of school legislation enacted by this legislature was

Senate Bill 567, which defined the minimum school term as 170 days in any public school.

#### Begins His Last Year

In his annual address before the Association in 1927, President Keppel predicted "I can see an ever-developing spirit of tolerance and kindness that speaks for education in California, and for the boys and girls in California; and for this great state, an era of prosperity and greatness and happiness far

in advance of the years that are back of us, glorious as is that record." Mr. Keppel's prophecy has been a light that has glowed brighter and brighter in the quarter century since his passing. No little credit for the ever-developing greatness of the schools of California can be given to this man himself. His interest in teachers and children, and his accomplishments in the profession and in school legislation, stand today as a monument to Mark Keppel, Californian, Educator, Leader.



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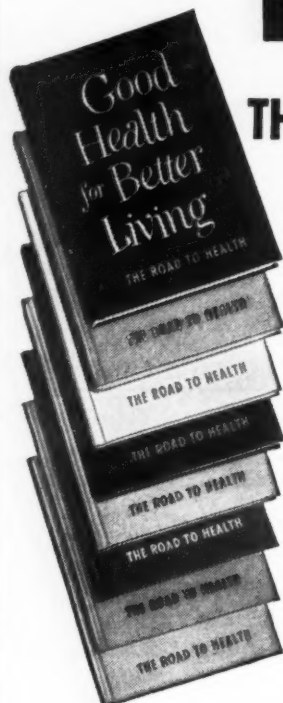
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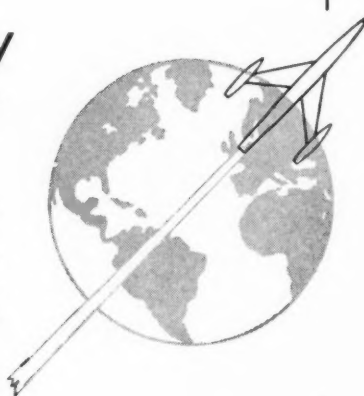
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## THEN and NOW

N. T. Haenggi

**D**URING the first month of attendance at Long Beach State College for the purpose of completing the courses required for a general secondary credential, I saw a motion picture which raised a number of questions in my mind.

The picture was a "Then and Now" production. First it showed what purported to be an old fashioned classroom. The teacher was a grim, unlovely old maid with ruler in hand ready to slap Junior's knuckles. In the corner a luckless boy sat on a stool with a dunce cap on his head. Presently the teacher severely reprimanded a little girl over some trifle and sent her crying to the cloak room.

### The Picture Changes

In contrast to this old time picture of education, a modern schoolroom was next shown. The teacher was young, beautiful, overflowing with personality. The script announced that she had been chosen because of these desirable traits. She smiled upon the children who were happily engaged in supervised play.

My own school days began fifty years ago. My mother was a teacher before that time, and I taught school more than thirty years ago. My elementary education and teaching experience were not in one community but in five schools and four states—New York, Pennsylvania, Illinois and Utah. My memories were happy ones. In the days of my youth my brother, sister, cousins and friends enjoyed going to school. Some

*Neoskolēta Tiffany Haenggi is a physician and surgeon, wife of an oil man, and mother of three children, to whom she has devoted most of her time the past 18 years. She has teaching credentials and could place the letters AB, MD, LLB, and DNB after her name if she cared to. At present a resident of Huntington Beach, she attended Dr. Carl Amundson's class in secondary education at Long Beach State College, where a discussion led to the research revealing the facts summarized here.*

## A researcher gets some public opinion samples in regard to schools old and new

of our teachers were wonderful, some passable and a few poor, but none were sadistic or unkind.

### We Liked Our Pupils

The year I taught school, none of the pupils evinced any fear or dislike toward any of the teachers. On the contrary we were continually invited to after-school and week-end parties and activities. Rightly or wrongly we were of the opinion that our pupils had a genuine liking for us. We all liked the pupils.

Yet the picture of the old maid, the ruler, the dunce cap and the crying little girl in the cloak room was a familiar one. Searching my memory, it was astonishing how very familiar it was in view of the fact that I had never encountered such a situation in real life. Finally the explanation popped out of the subconscious! The picture was the standard cartoon of a bygone era. In my childhood it was published continually in newspapers, periodicals and posters. It was enjoyed by everyone as a thoroughly laughable caricature of the real schoolroom. It no more depicted reality than the concept of witches riding their broomsticks or Santa Claus parking his reindeer on the roofs while he clambered down the chimneys.

### We Search for the Truth

Before rushing to the defense of the schools and teachers of the past generation, I decided to take a sampling of public opinion to find out what others think of the schools "Then and Now."

In ten days, I conducted 46 interviews, the results of which I offer. Of those expressing opinions, seven girls and five boys are now high school or college students. The ages of the remaining 34 range from the late twenties to the early seventies. Many have children and grandchildren now in school. Sixteen are men, 18 are women. Two of the women are ex-teachers. One woman is now a teacher. The occupational range of the remainder is from housewife to executive. Their education was obtained in all parts of the country from Maine to Mississippi and from Connecticut to California. The majority finished high school, six have

college degrees, six went no further than the eighth grade.

The most enthusiastic booster for modern day education without any ifs, ands or buts is a gentleman who finished the eighth grade in Mississippi 40 years ago. His own teachers he describes as kindly but dumb. The facilities were extremely poor and he knows the children of today have an educational paradise in Southern California and he is glad of it.

### We Find Agreement

Out of the tangle of varying opinions, there emerged six points on which there is general agreement. They are:

1. Everyone interviewed expressed enthusiasm for our schools and our teachers. They made two things plain. First, they want the best possible education for the children of the community. Second, they regard the public school system as the most important of America's institutions.

Significantly not one person interviewed so much as mentioned taxes.

2. It is acknowledged with approval and satisfaction that present day buildings and facilities are a great improvement over those of former years.

3. It is felt that vocational facilities fill a definite need and that the trend toward more opportunities in this direction should be encouraged.

4. It is realized that more education is available to more students than ever before. This is the way everybody wants it.

5. Sympathy was expressed for conditions under which the teachers of today are obliged to work. Specifically mentioned were:

- a. Overcrowding
- b. A multiplicity of duties and activities not directly related to the teaching of fundamental learning.
- c. The difficulty of teaching children who have not learned at home the virtues of courtesy and obedience.

6. The subjects which should be emphasized are arithmetic, spelling, reading and writing. All those interviewed believed these subjects should be taught from the first day the child enters school. There is no objection to the children having fun while learning these fundamental skills. It is well known that kindergarten pupils learn

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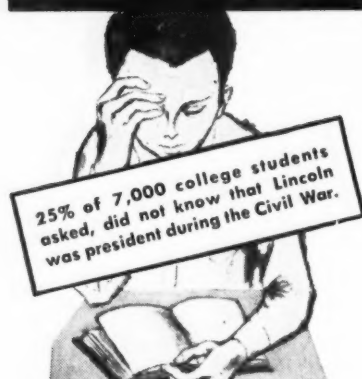
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their letters without conscious effort while playing with blocks. The oldsters recall that in their school days the good teachers used a variety of methods to make learning fun for the youngsters.

**Dislike Authoritarianism**

Dislike and disapproval were expressed toward supervisors who forbid teachers to impart knowledge before the child reaches a certain grade designated by the administrative officials. In the language of educators, this is regarded as a stereotyped and authoritarian procedure. What could be worse than an apostle of "modern, progressive education" who undertakes to inflict his views on teachers, pupils and their parents, in an offensively authoritarian manner?

One teacher thus treated stated she became so disgusted she left the profession. Another teacher now employed in a large system reported the teachers in her school openly refer to "bootleg" education, the only kind they can give their pupils. Instruction in the fundamental subjects must be given behind the backs and without the knowledge of their officious and authoritarian supervisors.

The students interviewed were particularly vocal about the situation. They say that students would later resent the lack of schooling in the early grades no matter how much as children they had enjoyed the "all play, no work" program. Three of the high school boys were in this position and stated flatly their teachers should have made them learn from the beginning.

One of these lads had earned a reputation in school for being a nuisance and behavior problem. He said bitterly he had learned nothing in school and he thought things might have been different if his teachers had used compulsion instead of simply letting him "progress" without learning anything.

**Students Like "Strictness"**

Those students who had been strictly taught in the primary grades said they were happy for it. Those who had had this experience and later transferred to systems where fundamentals had not been stressed in the primary grades claimed that they enjoyed a considerable advantage over their classmates.

Matters concerning which there was substantial agreement but concerning which a significant per cent of those interviewed had no opinion are:

1. There is no objection to the articles now appearing about schools in the newspapers and magazines. No one interviewed felt that the publishers have any animosity toward the schools. There is no opposition to investigation of the schools by any citizen or group of citizens sufficiently interested to want information.

2. There is growing concern as to whether the fundamentals which all agree should be taught, are actually being taught. The trend of opinion expressed by those interviewed was that if the situation is out of hand in some schools, the teachers can be trusted to right it and will succeed in doing so. Faith in teachers as a group is at a very high level.

3. There is profound indifference as to methods of teaching. If Johnny learns to read, the teacher, the method and the school are "first class." If Johnny does not learn to read, the school and everything connected with it is "no good." The teachers are regarded as the ones best fitted to choose the methods by which they will "perform their wonders."

**Principal in View**

4. The school is usually judged by the principal. If the principal is "sound," respected by the students and well spoken of by the teachers, it is generally felt the school is good. This is expressed by, "You should meet the principal at T . . . School, a really fine man. He sees that the children learn." Or, "The principal at S . . . School is doing a fine job there." Or, "A terrible school. No one has any respect for the principal. The children are even allowed to stage riots." Teachers as individuals are not blamed for a bad school or given credit for a good school.

**Memory Is Bright**

5. Those old enough to remember the so called "old time" schools and teachers had not a single complaint about them with the exception of the old man from Mississippi who said his teachers were dumb although they were kind. The great majority had a great deal more than a negative attitude. When asked about their own school-days, eyes brightened and there were enthusiastic exclamations of which the following is typical, "O, I had two wonderful teachers, in the 2nd and 8th grades . . .," with an account of the methods and activities of these beloved preceptors.





Conducted by  
Dr. George Arnstein

#### HISTORY IN STYLE

**American Heritage**, the new history magazine in book form, appeared last month.

Under the editorship of Bruce Catton, 1953 Pulitzer prize winner for literature, the new volume will draw on the combined backing of The American Association for State and Local History, and The Society of American Historians. A new issue will appear every other month at a cost of \$2.95 or \$12 for each annual subscription (551 Fifth Ave., New York 17, N. Y.)

The first volume is impressive because it lives up to its advance claims: a popular magazine, based on sound scholarship, with the purpose of bringing to life again the "vivid, exciting story of our country's past." There is generous use of illustrations, many of them in color, and the articles range from a humorous story about "The Great Club Revolution" by Cleveland Amory, to an inquiry into "The Writing of History" by D. W. Brogan.

The cover, incidentally, is "Buffalo Hunter" by an unknown artist, reproduced from the painting which hangs in the Santa Barbara Museum of Art. West Coast editor of the book is Dr. John W. Caughey of Los Angeles.

A regular feature of the publication will be the reprinting of generous excerpts of a current book on American history. Paul Horgan's **Great River**, the initial selection, again demonstrates the high standards the editorial directors have set for themselves.

"American Heritage" is bound in hard covers, carries no advertising, and should be an exciting and helpful addition for school libraries as well as the personal shelves of those interested in the United States of America—past and present.

#### SEGREGATION

Coincident with the Supreme Court decision on desegregation, the University of North Carolina Press published **The Negro and the Schools** by Harry S. Ashmore, a thorough description and analysis of the legal and social implications of segregation and integration.

**Schools in Transition** by Robin M. Williams, Jr. and Margaret W. Ryan (U. of N. Carolina Press, \$3) is another volume based on the so-called Ashmore Project which was financed by the Fund for the Advancement of Education (Ford).

The report deals with communities which have attempted, and in some cases have



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actually achieved desegregation in Illinois, New Jersey, Arizona, New Mexico and other areas with a "southern exposure."

What makes these community experiences of interest is that they demonstrate certain practices which were successful and also expose mistakes which were made. Similarly, Williams and Ryan pinpoint the role of boards of education and superintendents in desegregation; sometimes they led the way and in other communities they lagged behind public opinion.

**Schools in Transition** is a sociological report which points out time and again that the operation of segregated schools is expensive and wasteful, apparently in contradiction of Ashmore's earlier claim that desegregation would produce no appreciable economies.

Two more volumes are scheduled to appear in this series; their publication will be most helpful, especially in those com-

munities which practice some form of segregation, whether along lines of color, language or ancestry.

**SCHOOL AND CHILD.** By Cecil V. Millard. East Lansing: Michigan State College Press; 237 pp.; \$3.75.

According to the subtitle, this book is "A Case History." On the other hand we are told that the "book obviously is not a case history as such, but attempts to trace principles as seen in the life of one child."

No matter what it is called, Professor Millard's study of Patricia covers her elementary school years and is longitudinal in nature. There is, he reports, "little which can be called a psychiatric or psychological probing of the recesses of a child's mind. . . . All data utilized can be classified as kinds which can be seen, heard, or otherwise objectively measured. The case selected is an average child found in an average school."

## FUTURE OF EDUCATION

The Educational Policies Commission's new book, **Public Education and the Future of America**, will be published January 10, 1955. Per-copy price of \$1.25 will apply only until publication; thereafter it will be \$1.50. To be about 100 pages, richly illustrated, printed in two colors, the book represents an important statement to all Americans, reaffirming the role of the public schools in the American way of life. Publisher: EPC (NEA), 1201 Sixteenth Street NW, Washington 6, D.C.

**CHILDREN'S HUMOR.** By Martha Wolfenstein. Glencoe, Ill.: The Free Press; 224 pp.; \$3.75.

Riddles, jokes about morons, and other childish forms of humor are not terribly amusing to adults as a rule, but they can form interesting insights into the feelings and attitudes of the youngsters who tell them or make them up.

Martha Wolfenstein is a psychotherapist who has written a psychological analysis which takes as its point of departure Freud's "Wit and Its Relation to the Unconscious." The result is a rather specialized but very interesting contribution to the subject of juvenile alleviation of difficulties, frustration and envies.

Readers should be warned that there are few chuckles in the text. The author, after all, clearly says that the analysis of jokes is meant to "increase insight rather than to evoke amusement."

## ENGLISH FOR VOCATIONAL AND TECHNICAL SCHOOLS. (2nd Ed.)

By John T. Shuman. New York: Ronald Press; 463 pp.; \$3.50.

In addition to giving the essentials of good English, this textbook should be helpful in motivating students toward greater learning because it includes examples of business letters, bills, reports and advertisements. The illustrations are appropriate and the examples are taken from real life with only names and identities changed.

**THE KINDERGARTEN YEAR.** By Martha Moneta Wirick. New York: Exposition Press; 72 pp.; \$2.75.

In this handbook, designed for educators and parents, the principles of education combined with play are outlined by Miss Wirick, a Santa Ana kindergarten teacher. She presents the aims, methods and materials which are the necessary tools of the teacher and she stresses the need for closer cooperation between teachers and parents.

**TEEN-AGERS.** By Gladis Jenkins, William Bauer and Helen Schacter. Chicago: Scott, Foresman; 296 pp.; \$3.60.

A problem-solving approach and outstanding visual aids are features of this timely health and guidance text for high school students. There are five sections dealing with personality, social living, body growth and care, family relationships, and "looking ahead."



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**THE LETTER WRITER.** By Charles and Edris Cooper. Stanford: Stanford University Press; 56 pp.; 75c (paper).

Professor and Mrs. Cooper cover both social and business correspondence as well as general suggestions for letter writing: stationery, ink, arrangement and spacing of letter, forms of address and types of envelopes.

"Your Personal Business Letters" is an important section which discusses suitable letters of inquiry about a job or scholarship, including the reminder that permission is necessary before a person's name is given as a reference.

**SCHOOL BOARDS AND SUPERINTENDENTS (Rev. Ed.).** By Ward G. Reeder, New York: Macmillan; 254 pp.; \$3.50.

In revising the original, 1944, edition of this book, the publisher has gone to great trouble to improve its physical appearance. Unfortunately, the author has made only minute changes in the text. The parts of the book dealing with certificated personnel policies, which really needed changing, have been left unchanged. Since these sections were already outmoded when the book was originally published, this is particularly unfortunate.

This defect in the work is made more regrettable by the fact that the book is

otherwise an excellent introductory manual on public school administration. It is too elementary to be useful in professional courses in administration; but it is excellently adapted for use as a handbook by both new and old members of governing boards of school districts, and by beginning students in education who need a general survey of the problem of operating and financing schools. The question and answer form used throughout the text indicates that the author and publisher intend it to be used in this manner.

In view of the paleolithic concepts expressed in it regarding the professional standing, rights, and responsibilities of certificated personnel less exalted than superintendents, it is to be hoped that the book is not used for the purposes for which it is intended.—G.G.

**THE WONDERFUL WINTER.** By Marchette Chute. New York: Dutton; 216 pp.; \$3.

Continuing her successful series of books for boys and girls set in the time of Shakespeare, the author has done another fine job of combining entertainment with learning. Young Sir Robert Wakefield, unhappy in the care of his spinster aunts, runs away to London and falls into the care of John Heminges, an actor of that period. The boy's adventures while learn-

ing about the Shakespearean theater provides an interesting adventure for the modern boy or girl reading about him, and the opportunity to learn equally well. An author's note after the story advises that the actors mentioned in the book were all real people, and indeed, some of the names—Burbage, for example—are quite familiar. "The Wonderful Winter" provides an excellent means of preparing boys and girls for the study of Shakespeare.—V.T.

**BUSINESS LAW IN CALIFORNIA.** By James B. Smith, General Educational Publications, 99 So. Van Ness Ave., San Francisco; 458 pp.; \$7.50.

No other textbook on business law, certainly none for this state alone, is as complete and authentic as this monumental work. Obviously directed to junior college and university commercial classes, it may have little appeal for secondary teachers. In the two years since its original publication, *Business Law in California* has been placed in most of the libraries of the state and several educators have declared that the book is indispensable in the teaching of this specialized subject. In addition to readable text, the book contains scores of facsimiles of legal papers used in this state. Contents include discussions of courts, contracts, agency, sales, instruments, property, partnerships, corporations, insurance, guaranty, and creditor's rights. JWM.

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# AUDIO-VISUAL AIDS

A department on teaching films conducted by H. Barret Patton

### MEN, STEEL AND EARTHQUAKES.

Film: 28 min., color; Science; College, Adult; Bethlehem Pacific Coast Steel Corp., 20th and Illinois Sts., San Francisco 19, or Bethlehem Pacific Coast Steel Corp., Box 2057, Terminal Annex, Los Angeles 54; free loan.

Causes of earthquakes, recording of tremors, and their results are described. If they are to cause less damage, quake effect on buildings needs to be studied. Ways in which steel is used to build sounder buildings are shown.

LAND OF THE LONG DAY. Film: 40 min., B&W; Intermediate, Jr. High, Sr. High, College, Adult; Canada; price \$1.15; International Film Bureau, Inc., 57 E. Jackson Blvd., Chicago, Ill.

Idlook, a Tununermiut Eskimo of the most northerly tribe in Canada, tells of life in his land. He lives on the island of Alukseevee of the Pond Inlet Area of North Baffin Island. One learns how he procures his food and also much about the climate and countryside in Northern Canada.

BEHIND THE SCENES AT WALT DISNEY STUDIO. Film: 27 min.; Social Studies; Jr. High; Color; Walt Disney Productions, 2400 Alameda Ave., Burbank; lease \$250.

Mr. Benchley comes to the Walt Disney Studio to sell his story, egged on by his wife. Reluctantly he starts to see Walt Disney but is sidetracked along the way and sees the various parts of the process of making a Walt Disney film.

FARM BABIES AND THEIR MOTHERS. Film: 10 min.; color; Social Studies; Primary; price: \$100. Film Associates, 10521 Santa Monica Blvd., Los Angeles 25.

One learns the names for farm mothers and their babies. Presented are the cow and calf, ewe and lamb, sow and pigling, mare and colt, hen and chick, cat and kitten, dog and puppy. Primary teachers are receiving this film with enthusiasm.

NUMBERS FOR BEGINNERS. Film: 11 min.; Primary; Arithmetic; B&W; Price: \$5. Johnson Hunt Productions, 6509 De Longpre Ave., Hollywood 28.

Meaning for the numbers from one to six is presented for the very young. The tempo is slow enough so all should grasp its concepts.

THE PEOPLE'S CHARTER. Film: 17 min.; Jr. High, Sr. High, College, Adult; United Nations; B&W; Price: \$50; Films of the Nations, Inc., 62 W. 45th St., New York 36, N.Y.

The history and background of the United Nations are shown, together with the

personalities who made it a reality as they tell their beliefs during its early days.

PERU—LAND OF THE INCAS. Film: 10 min.; Social Studies; Intermediate, Jr. High, Sr. High, College, Adult; Color; Price: \$90. Hoeffler, Mr. Harold Kee, 2400 15th St., San Francisco.

The natural divisions of the land are shown. Modern life along the coast, with the development of oil and irrigation, is much like that in our country. But the primitive life in the mountains is far different.

The historical background explains much of the aloofness and pride in the old Inca tradition. The picture is far from being just a collection of random shots, but is rather an integrated, breath-taking, and well presented story of Peru, past and present.

CHRISTOPHE'S CASTLE. Film: 15 min.; Color; Social Studies; Jr. High, Adult; Simmel-Meservey, Inc., 8826 Olympic Blvd., Beverly Hills.

Henry Christophe was an illiterate, Negro barroom dishwasher, but he had a consuming desire to make Haiti great. His fortress is one of the wonders of the world, built with the lives of thousands of his subjects. He was hated for years by the people of Haiti, but they are now beginning to realize that under him their country was great as it has never been before or since.

LATITUDE AND LONGITUDE. Film: 18 min.; Science; Jr. High, Sr. High; Color; Price: \$90. United World Films, 6610 Melrose Ave., Los Angeles 38.

Determining the position of a ship at sea motivates the study of longitude and latitude. It is clearly explained through use of a globe that is dissected and angles drawn to illustrate the various points.

BUILD YOUR VOCABULARY. Film: 10 min.; Language Arts and Social Studies; Jr. High, Sr. High, College, Adult; B&W; Price: \$50. Coronet; Craig Movie Supply Co., 1053 So. Olive St., Los Angeles 15.

Because Mr. Willis has failed to put the idea of playgrounds across to the West Side Civic Association, he is impressed by the vocabulary his son has used in his term paper. He decides to make a vocabulary notebook of his own. Through his increased power over words, he is able to gain approval of his idea at the next meeting.

BACTERIA: FRIEND AND FOE. Film: 10 min.; Science; Jr. High, Sr. High, College, Adult; Color; Price: \$100. Encyclopaedia Britannica Films, 5625 Hollywood Blvd., Hollywood.

History of the study of bacteria is shown. This is followed by a study of the types and the kinds within these types.

## NORTHERN A.V. SECTION

On October 29 and 30, Strawberry Lodge was the setting for the fall meeting of the Northern Section of the Audio-Visual Association under Fred Wise, general chairman.

Stressing fundamentals of Audio-Visual Education dealing with "Why, What and How," was the theme of the conference.

Stressing the "Why" were Mrs. Juanita Emerson, superintendent-elect in El Dorado County, and Tom Shellhamer, consultant in research and evaluation, California State Department of Education.

Demonstrations were given by master teachers showing the "What and How." Those participating in demonstrations were: Fern De Soto, Claude Hess, James Grimes, George Boyle and Thelma Finger.

## D.A.V.I. MEMBERS

### RECEIVE SERVICE PACKET

How to Organize and Run a School Camera Club—Better Understanding and Use of Maps, Globes, Charts—Two Resource Bulletins on Scandinavia and the Low Countries—Fire in Their Learning, and four Television Newsletters, were in the last service packet sent to members of Department of Audio-Visual Instruction.

For information about the D.A.V.I. write to: J. J. McPherson, Department of Audio-Visual Instruction, National Education Association, 1201 Sixteenth Street, NW, Washington 6, DC.



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## *What do words mean?*

**S**EMANTICS, the science of the meaning of words, will determine the effectiveness of the newly created CTA Educational Policy Commission. Announcing the creation of a body "to present professional views on what we should teach and how we should teach it," we have proclaimed our faith in the communicability of words.

The bullets of the cold war are words. The tools of the propagandist are ideas interpreted in words he expects to be understood. Success or failure of a campaign will depend on acceptance of ideas which have meaning only as words have meaning. The word "democracy" has meaning to Americans which bears no resemblance to a similar translated word coming out of the Kremlin. Even the word "food" will create differing connotations among Eskimos and Chinese, Londoners and Mexicans.

Since the members of the Educational Policy Commission represent the best thinkers among educators, they will recognize the problems presented by semantics. It is presumptuous for us to guess in advance what the Commission will declare but it is a safe assumption that few of us will read its policy declarations with identical emotional and intellectual responses. The measure of the Commission's contribution to current professional needs will be the degree of understanding by lay citizen and teacher alike.

It would be unfortunate if understanding should be interpreted as blind agreement and silent acquiescence. Debate makes men skilled in the use of words but we do not reach conclusion and agreement until all shades of meaning have been explored. A statement of principles, if it survives attack, must represent consensus.

It is part of my duty to select articles and features which make the editorial content of the CTA Journal. Once in a while my day is brightened by a manuscript which is direct, clear, pertinent, and bright. Sometimes a piece picked out of the mail has some of these desirable characteristics but leaves the reader a little dizzy from a fast gay ride in a tight little circle. You haven't been anywhere.

Many educators have tried to think out their problems, to communicate their theories and conclusions. One California superintendent whom I respect and like has written me many letters and some of them are long because I ask questions and

"all suppressions then flow as gently as protons in an A bomb." He confesses his hypotheses are subject to semantic error. His experience, however, entitles him to respectful hearing. To illustrate the difficulty of his problem, I take the liberty of reproducing a few sentences from a recent letter:

"There are no superior people. There are only people with specific superior abilities. That is the first step essential to permit the escape of any whose environment is walled off and sealed by the tag 'inferior.'"

"Teaching is not the way to induce learning. Learning is the result of observed behavior demonstrated by master learners. To abandon demonstration is to abandon understanding of the nature of man in a learning situation.

"Speech does not open doors to communication any more than it shuts doors unless accompanied by or following observed behavior. Words about action or behavior are not action or behavior. Books and hence 'teaching' tend to be just words. That is an authoritarian approach because it orders others to do what parents and teachers do not do for themselves. Too much talking prevents action, induces negative behavior, and is an unprofitable substitute for learning. We must not only practice specific skills but at such times and in such places as to be observed.

"We should view all ex post facto generalizations with skepticism since most of them are wrong. The kind of generalization bearing truth is that which admits unity before specifics are evaluated and admitted, such as the unity of socio-physio-psychic-intellectual-structural-environmental definition of personal characteristics instead of judging the person in toto after a specific behavior in terms of a segmented generalization accepted as reliably independent, such as the IQ."

Frankly, I don't understand my friend. Quite objective about the discussion himself, he says "the paper, when submitted, is about as effective as a spring shower would be in changing the nature and habits of a duck." My friend is completely honest and sincere, even to the point of realizing that his philosophy isn't "getting over."

A politician ran the full scale of vocal eloquence for an hour, arguing an election issue. A Vermont farmer replied with a perfunctory Hmmp. The politician was not understood; the farmer was. Unfortunately, we can't teach Hmpping through life. Nor can we content ourselves with defining and discussing the simple, elementary, basic issues of education. But let us beware the temptation of hypnotism with our own beautiful words. We may lull ourselves to sleep while the people turn to listen to the entertaining speaker with a simple jargon which "sends" them in another direction.





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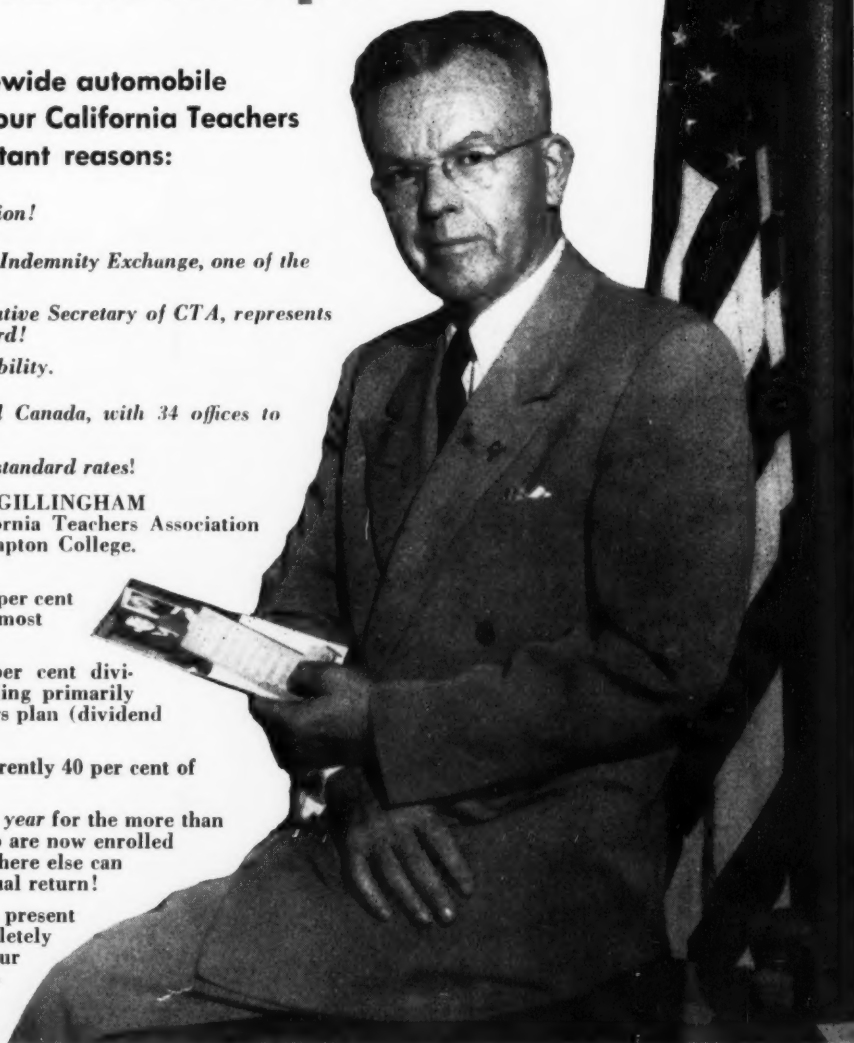
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